



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

NOGA ID

Authorizing legislation

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

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

Application stamp-in date and time

Competitive grant applications and amendments to
competitivegrants@tea.texas.gov

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

Pre-award costs are not permitted.

Required Attachments

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

Amendment Number

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

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

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The demographics of ECISD principals do not reflect the demographics of ECISD students. ECISD principals are 55% white, 41% Latinx, and 4.5% black. ECISD students are 77% Latinx, 16% white, and 4% black	Ector County ISD will work with Texas Tech University to ensure that recruitment practices are equitable. The residency program will target populations of people that have been underrepresented in the principal field.
Ten percent of the respondents to the ECISD exit survey stated that working conditions is the reason they are choosing to leave the profession.	Ector County ISD will work closely with Texas Tech to build the capacity of principal residents to lead coaching sessions and professional learning communities to increase the level of support all teachers feel on their campus.
Historically, For each principal vacancy , Ector County ISD has not seen a highly qualified pool of principal applicants. Many of the applicants lack the practical leadership experience.	Ector County ISD will work closely with Texas Tech to implement a robust Principal Residency program to increase the number of qualified principal applicants.

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 May 2021, Ector County ISD in collaboration with Texas Tech University will recruit and select up to 5 diverse teacher leaders to participate in the Texas Tech Residency program to increase the talent pool of effective principals and increase retention rates of quality campus instructional leaders. By September 2022, 100% of the principal residents will have successfully completed the Texas Tech Residency program, earn a Master of Education in Educational Leadership, and obtain a Texas Principal 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) All principal mentors will be selected according to criteria identified by and agreed upon by ECISD and Texas Tech University. 2) All principal residents will be selected via interview panels at Ector County ISD as well as Texas Tech University. 3) All principal residents will undergo their initial course work with Texas Tech 4) All principal residents will undergo Cultural Responsive Educator professional learning 5) All principal residents will begin shadowing their mentor during the T-TESS evaluation process. 6) The principal resident will conduct an equity audit analysis, and then suggest two teachers to coach and support using the Texas Tech coaching model. 7) The principal mentor will provide feedback to the principal resident regarding his/her selection of teachers for ongoing coaching. The principal mentor and principal resident will then collaborate on the final selections.

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Measurable Progress (Cont.)**Second-Quarter Benchmark**

1) All principal residents will continue to actively participate in Texas Tech program course work. 2) All principal residents will undergo Positive Behavioral Interventions and Supports professional learning 3) All principal residents continue shadowing their mentor during the T-TESS evaluation process. 4) All principal residents continue coaching and supporting the two identified teachers utilizing the Texas Tech coaching framework. 5) The principal mentor along with the principal resident identify three students to advocate for during either 504 meetings, ARD meetings, or LPAC reviews. 6) The principal mentor will assign the principal resident to lead one professional learning community outside their area of content strength.

Third-Quarter Benchmark

1) All principal residents will actively participate in Texas Tech program course work and demonstrate leadership competencies through the T-PESS instrument self evaluation 2) All principal residents demonstrate calibration with their mentor during the T-TESS evaluation process. 3) All principal residents continue coaching and supporting the two identified teachers via the Texas Tech framework and provide student growth data and teacher walk-through data as evidence of coaching effectiveness. 4) All principal residents continue to advocate for 3 students during 504 meetings, ARD meetings, or LPAC reviews. 5) All principal residents lead one professional learning community outside their area of content strength utilizing the Data Driven Instruction systems and provide student growth data and teacher surveys as evidence of PLC effectiveness. 6) All resident will pass the TExES Principal (268) test. 7) All mentor principals will complete a survey regarding residency program effectiveness. 8) All principal residents will complete a survey regarding program experience.

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.

Ector County ISD's Talent Development department in collaboration with the ECISD Leadership Department and Texas Tech University make up the Principal Residency Program Evaluation Team (PRPET). The PRPET will perform quarterly data step-backs to assess project effectiveness and inform needed changes in program scope.

All principal residents will submit data from their coursework in addition to each of their case studies. The case studies include one PLC outside of their content area of strength, coaching data concerning the two teachers for whom the principal resident observes and provides ongoing feedback using the Texas Tech coaching framework, and data regarding the three students that the principal resident advocates for.

Other Program Evaluation Data to be considered during data step-backs includes: program diversity data, mentor principal feedback, principal resident feedback, principal resident T-PESS self-evaluation, campus student growth data, and campus teacher observation data.

The PRPET will first establish baseline data and set progress measures and goal targets. At each of the additional data step-backs, the data will be measured and compared to the baseline as well as the goal targets to ensure effective implementation of the teacher residency program. If progress measures are not being met, the team will discuss programmatic adjustments.

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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.

ECISD and the Texas Tech Educational Leadership faculty members have established a process for the recruitment and selection of fellows. Each component of the targeted recruitment plan includes both ECISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' principal residents.

Ensuring Diversity: ECISD serves over 32,000 students including 4% African American, 77% Hispanic, and 16% White learners. Currently the district employs 4,000 teachers including 6% African American, 49% Hispanic, and 42% White educators. ECISD employs 114 campus administrators. Ethnicity of leadership mirrors teacher data. To ensure the ethnicity of Principal candidates reflects the student body, ECISD leaders will be instructed to consider nominations of qualified Hispanic candidates. In addition, recommendations from counselors, lead teachers, and instructional coaches will be sought to allow recruitment of a diverse set of high performing teachers who might otherwise be overlooked.

Recruitment Practices: Each January, ECISD holds a Principal Fellows Partnership Seminar to showcase the residency program. Leadership team members refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to attend the event. ECISD leaders are instructed to invite teachers who reflect the diversity of the student population, have documented success working with at-risk youth, have not previously held a principal role, and do not currently hold a principal or mid-management certification. During the event, prospective Fellows learn about the program and Principal Mentors and Faculty Coaches meet applicants.

Applicant Identification: Teachers who wish to become Principal Fellows submit an application that summarizes educational background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The team then screens the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement -The search team utilizes Eduphoria student data (CIRCLE, TPRI, STAAR, and ECISD short cycle assessments) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups are given the highest ratings; (2) Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to candidates with distinguished achievement in the Planning/Instruction domains; (3) Interpersonal leadership - Letters of recommendation from ECISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers; (4) Effective response to observations & feedback - T-TESS and walk-through observation scores are reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset - Personnel records and resumes are reviewed to determine Instructional Leadership roles sought and achieved by the candidate within the grade level or campus (Teacher Leader, Grade Level Coach, Content Area Coach, etc);

Predictor Assessment: Following the vetting and selection of candidates at the district level, potential candidates are required to complete an application that includes open-ended questions on educational leadership. The selection team reviews the application to evaluate the candidate's cognitive knowledge of school improvement, as well as demonstration of behavioral traits such as problem solving, interpersonal, and leadership skills. Once the screening has been completed, Principal Fellow candidates are ranked based on points awarded for each component. The selection team utilizes rubrics to rate each component of the application process. Up to fifteen candidates are selected to attend a final interview. Resident Selection: Texas Tech Educational Leadership faculty members conduct the final phase of the selection process by hosting a virtual live interview with the candidates put forward by the partnering district. The interview consists of questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. During the interview process, faculty members examine ECISD selection notes, application identification evidence, and predictor assessment rubrics. The district and university partners discuss overall attributes and scores to select 5 candidates for participation in the Principal Partnership Fellow's Program.

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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 Fellow Program is a collaborative partnership between ECISD and Texas Tech University (TTU) to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Each Principal Fellow will be employed in a paid campus position and complete rigorous clinical learning experiences under the guidance of a ECISD Principal Mentor and a TTU Faculty Coach. Fellows will relocate to the Mentor's campus for the residency. During the 15-month internship, students will earn a master's degree in educational leadership and a Texas Principal certification. AUTHENTIC LEARNING: The Master of Educational Leadership is a 36-hour program including 30 hours of core content and a 6-hour principal internship. The Educational Leadership faculty at TTU designed course curriculum, job-embedded leadership opportunities, and assessment measures to meet skill requirements of the 268 Identified Integrated Pillars. During the summer of 2021, Fellows will attend a Summer Institute and complete 6 hours of graduate courses. Beginning in August 2021, Fellows will begin the internship at a ECISD campus and complete 30 hours of graduate coursework. Course content will be provided by TTU faculty through synchronous live virtual group learning. The TTU Coach assigned to each Fellow will work with the intern weekly and visit the campus at least six times. During the residency, Fellows will complete rigorous clinical learning assignments at their assigned campus in the following topics: Instructional Leadership, Decision Making & Mindset skills, Equity Audits & Data Literacy, Leading PLCs, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law & Policy to advocate for students, Establishing SMART Goals & Progress Monitoring, and Using Quarterly Planning to Improve Teaching & Learning. The ECISD Mentor will provide continuous support to ensure the intern successfully completes job-embedded assignments. Seventy percent of the Fellow's evaluation will be tied to performance in school and community leadership, instructional leadership, and administrative leadership. Thirty percent of the Fellow's evaluation will be tied to student scores on STAAR. ADMINISTRATIVE LEADERSHIP: Fellows will shadow the ECISD Mentor in the T-TESS evaluation of campus educators. Each Fellow will be assigned to support the instructional growth of two struggling teachers through full Pre-Conference, Observation, Post-Conference (POP) quarterly cycles. The Fellow will lead teachers to use T-TESS indicators focusing on planning, instruction, learning environment, and professional practices to improve teaching and learning. Fellows will review lesson plans for aligned and sequenced objectives tied to mastery standards and conduct weekly classroom walk-throughs. Mentors and TTU Coaches will work with each Fellow to use data, artifacts, and evidence to support growth of individual teachers and subject area teams. T-TESS and student data will be reviewed by principal mentors to facilitate coaching. T-TESS, STAAR, and participant survey results will be used to assess the Fellow's ability to use POP cycles to support and develop effective educators with the skills and confidence to positively impact student achievement. INSTRUCTIONAL LEADERSHIP: ECISD Mentors will guide Fellows in working with assigned teaching staff to use formative assessment data to make instructional decisions and to develop objective driven lesson plans. Ongoing professional development support provided by Fellows will include research-based strategies for implementing instructional practices and programs for English Language Learners, Special Education students, and 504 identified students. TTU Coaches will provide virtual group learning support and face-to-face coaching sessions focusing on using the "Why" protocol to ensure Fellows provide continuous support to ensure lesson plan objectives focus on the root of the problem and formative assessment data provides feedback on student growth. Multiple instruments including a review of lesson plans, performance data from three observations conducted by TTU Coaches during site visits, and survey information collected from participants will be used to measure the performance of each Fellow. SCHOOL/COMMUNITY LEADERSHIP: Fellows will work with the Mentor to use the Texas Effective Schools Framework (ESF) to conduct an equity audit, develop an action plan, conduct data meetings, present staff training, report feedback to school leaders, and oversee campus leadership meetings. Fellows will learn to use data, artifacts, and evidence to provide appropriate coaching for individual teachers and training for PLC teams. The TTU Coach will provide continuous coaching to ensure each Fellow is supported in implementing the school improvement assignment.

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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.

Ector County ISD is committed to ongoing student growth through the use of data-driven instructional practices. Teachers at all grade levels and in all content areas continually assess their students using both formative and summative tools. These assessments run the gamut from quick "ticket out the door" daily checks to district-administered short-cycle assessments and semi-annual STAAR benchmarks. ECISD also administers the NWEA Measures of Academic Progress (MAP) assessments, a series of nationally-normed tests which analyze students' academic growth in math and reading.

All student assessment data is collected and summarized in electronic form for use by our collaborative teacher teams. ECISD campuses have committed to a Professional Learning Community (PLC) model in which teacher teams are provided structured time, during the school day, to analyze data, revise curriculum, and design student intervention and extension activities. Each team is allotted a minimum of 45 minutes per week for this work, with targeted, high-need teams receiving up to four periods of PLC planning time each week. Nearly all ECISD schools have robust systems in place to disaggregate data by student subpopulation and have developed intentional measures to support under-performing students.

Our teachers are supported by district administrators, campus administrators, and instructional coaches, who are all trained in Paul Bambrick-Santoyo's "See It, Name It, Do It" strategy. These individuals utilize data rooms and best practice exemplars to model data disaggregation and curriculum revision for each of our teacher teams. In accordance with well-known, high-leverage strategies, PLC teams regularly review student data, analyze actual student work product, compare with an exemplar, identify learning gaps, plan for the reteach lesson, and rehearse to garner feedback. The overarching goal is to make student data both visible and actionable.

By consistently implementing these data-driven instructional practices, ECISD continues to foster a student-centered culture, focused on learning, in alignment with our "The Future Is Now" strategic plan.

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.

Ector County ISD utilizes both the Texas Teacher Evaluation and Support System (T-TESS) and Relay GSE/Leverage Leadership models in order to provide actionable feedback to teachers regarding their classroom practices. All ECISD instructional leaders are trained in the T-TESS evaluation process to support teachers in their continued professional growth. The T-TESS observation cycle includes a pre-conference, formal observation, post-conference, end-of year conference, and at least five classroom walk-throughs per teacher.

In addition, 16 of 42 ECISD principals have completed the full-year Relay GSE training, and another 12 will be fully trained by January 2021. All campus leaders who have not yet completed the full training have participated in an overview session and are active participants in the on-going observation/feedback cycle. Principal supervisors also utilize the Relay rubric in order to deliver feedback to principals during weekly campus visits.

In an effort to expand their reach, campus principals have created Instructional Leadership Teams (ILTs) made up of both campus administrators and instructional coaches who regularly observe classrooms and provide feedback to a select group of teachers. These "coaching divisions" ensure that each teacher is assigned to an individual coach, with whom they develop a strong relationship. Coaches both deliver and track instructional feedback throughout the school year, including weekly action steps.

Finally, ECISD recently partnered with the National Institute for Excellence in Teaching (NIET) in order to provide training to all of our teacher observers regarding effective evaluation practices, and to calibrate classroom walk-through and observation feedback ratings across all ECISD campuses. Principal supervisors will continue this calibration work throughout the school year.

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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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CDN 068901

Vendor ID 75-60013620

Amendment #

Request for Grant Funds

Matched amount (number of principal residents participating in program x \$15,000) 75,000

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program 5

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.

BUDGET

PAYROLL COSTS (6100)

Mentor Principal Stipend 5@1,500	7,500
Salaries and benefits of Principal Residents 5@50,300	251,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Texas Tech Tuition and programmatic costs 5@15,000.00	75,000
Professional Development	12,500

SUPPLIES AND MATERIALS (6300)

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OTHER OPERATING COSTS (6400)

Exam and Certification Fees 5@ 700.00	3,500

Total Direct Costs 350,000

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 350,000

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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 _____

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