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

TEA
Texas Education Agency®

NOGA ID

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

Application stamp-in date and time

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

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

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

[X] 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	San Antonio ISD	CDN	015907	Vendor ID	74-6002167	ESC	20	DUNS	069451631

Address	141 Lavaca St.	City	San Antonio	ZIP	78210	Phone	210-554-2280

Primary Contact	Leanne Hernandez	Email	LHernandez15@saisd.net	Phone	210-554-2528

Secondary Contact	John Strelchun	Email	JStrelchun@saisd.net	Phone	210-554-2535

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):

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

Authorized Official Name	Pedro Martinez	Title	Superintendent of Schools

Email	pmartinez1@saisd.net	Phone	210-554-2280

Signature	*Pedro Martinez*	Date	10/21/2020

Grant Writer Name	Hannah Sullivan	Signature	*hannah sullivan* Digitally signed by SULLIVAN, HANNAH MARIE	Date	10/21/2020

(•) 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
Historically, SAISD has struggled with its principal turnover rate which has steadily improved (19%) in recent years. From School Year 2018-19 to 2019-20, 23 campuses lost a principal. Of those 23 campuses, five campuses lost a principal from 2017-18 to 2018-19.	In partnership with the University of Texas in San Antonio, San Antonio ISD will participate in the Urban School Leaders Collaborative (USLC) to support the leadership pipeline of dynamic and urban-ready principal candidates who will thrive in our urban school setting as well as a concentrated minority (96% Hispanic or Black) and economically-disadvantaged (89%) student body.
In regards to Diversity, Equity, & Inclusion, teachers reported higher leadership approval within the top quartile of SAISD schools (80%) vs. the rest of SAISD schools (63%) (2019 Insight Campus Climate Survey)	With a focus on social justice advocacy, the USLC will enable residents improve campus climate for both teachers and students in their internship and post-residency placement. USLC offers culturally relevant pedagogy proven to impact student success and authentically equip future campus leadership to thrive.

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.

San Antonio ISD (SAISD) and its EPP, University of Texas in San Antonio (UTSA), will work to identify, select, and prepare ten (10) principal residents within SAISD through the nationally-recognized Urban School Leaders Collaborative (USLC) educational leadership preparation program. The USLC program is cohort-based and focuses on social justice advocacy to prepare future educational leaders to effectively work within diverse, ambiguous, and challenging contexts. Participating residents will complete the 36-hour program for a Master of Education Degree in Educational Leadership & Policy Studies and a Texas Principal Certification. The goal of this project is to have 100% of the ten (10) principal residents complete relevant coursework and obtain a principal certification by September 30, 2022.

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

First Quarter: March 9, 2021 - June 11, 2021
1.1. Review the UTSA approved candidates and record the number of applicants for the principal residency within SAISD; 1.2. Implement the selection process to identify and recruit ten (10) principal residents through the simulation experiences and interview processes; 1.3. Record the principal residents' demographics, graduate application (i.e. transcripts, scores, letters) and simulation performance data; 1.4. Enroll principal residents into Spring 2021 USLC courses (EDU 6223, EDU 5003) and assign to Principal Mentor and site; 1.5. Collect residents' performance evaluation data (i.e. observations, teacher surveys, and coaching notes); 1.6. Monitor and/or modify the grant program using the Principal Residency Grant Fidelity of Implementation Rubrics; and 1.7. Residents will create practicum/internship plans that serve their education and campus.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter: June 14, 2021 - September 17, 2021
2.1. Enroll principal residents into Summer 2021 USLC courses (EDL 5003, EDL 5703, EDL 6013); 2.2. Continue to collect residents' performance evaluation data (i.e. observations, teacher surveys, and coaching notes) for evaluation and adjustments as needed; 2.3. Enroll principal residents into Fall 2021 USLC courses (EDL 5503, EDL 6023, EDL 6941/2) including the Internship in Educational Administration; 2.4. Monitor and/or modify the grant program using the State Principal Standards, T-PESS, and the Principal Residency Grant Fidelity of Implementation Rubrics; 2.5. Assess resident's progress on their on-campus mentorship, practicum/internship, and professional portfolio; 2.6. Evaluate principal residents' progress toward program and graduation requirements.

Third-Quarter Benchmark

Third Quarter: September 20, 2021 - December 24, 2021
3.1. Continue to collect residents' performance evaluation data (i.e. observations, teacher surveys, and coaching notes) for evaluation and adjustments as needed;
3.2. Monitor and/or modify the grant program using the State Principal Standards, T-PESS, and the Principal Residency Grant Fidelity of Implementation Rubrics; 3.3. Begin testing preparation for Texas Principal certification exams; 3.4. Prepare to enroll principal residents into Spring 2022 USLC courses (EDL 5203, EDL 5403, EDL 6941/2) including the Internship in Educational Administration; 3.5. Continue to assess resident's progress on their on-campus mentorship, practicum/internship, and professional portfolio; 3.6. Evaluate principal residents' progress toward program and graduation requirements.

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.

At regular intervals, SAISD and UTSA will collaboratively assess principal residents to ensure that residents are progressing towards mastery on all State standards for principal preparation. Since the USLC program is a cohort-based model, all residents complete the same course of study and adhere to the same expectations of strong coursework performance and practicum performance. The SAISD Program Manager will regularly check-in with principal residents and principal mentors to assess ongoing satisfaction or challenges with the educational leadership program.

With nearly 100% program completion rate, principal residents will be well-supported by UTSA and SAISD staff. Still, the Program Manager will fastidiously track the program metrics and data for continuous improvement and fidelity of implementation. In compliance with the mandated performance measures, the SAISD Program Manager will track 1) performance evaluations of principal residents, 2) the post-residency placement of all graduating residents, 3) the demographic information of the principal residents, 4) the program completion rate, 5) the residents' satisfaction rate with UTSA and their mentor principal, 6) the number of applicants for principal residency within SAISD, 7) the residents' certification test scores, as well as 8) program self- evaluation and 9) resident evaluation information. For program self-evaluation and the resident evaluation, the SAISD Program Manager will utilize the Principal Residency Grant Fidelity of Implementation Rubrics for both the LEA and EPP.

The SAISD Project Manager will use AmpliFund for administering and monitoring grant-related activities. AmpliFund is an integrated software program that streamlines tracking functions by establishing a central hub for documentation and key data. The system has unique customization features to enable non-recurring data capture and support adherence to contract terms. Automated reporting will keep responsible for SAISD staff informed of performance and compliance issues on a rapid cycle.

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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.

In collaboration, SAISD and UTSA actively engage in the selection, planning, teaching, and evaluation processes. For resident recruitment, top teaching candidates within SAISD are nominated by campus leadership and encouraged to apply for the USLC. The District prospective talent pool for this program consists of teacher leaders, Master Teachers, instructional coaches and specialists, as well as central office staff.

All USLC applicants must meet the UTSA Graduate School admission requirements and be in good standing with the last institution attended. Additionally, the USLC applicants must meet/fulfill the following departmental requirements and submissions: Official transcripts from all institutions previously attended, documenting proof of a baccalaureate degree with a minimum grade point average of 3.0 in the last 60 hours of coursework; a resume demonstrating educational experience and leadership activities; and a one page statement of purpose that provides (1) the applicant's reason for pursuing this graduate degree and principal certification, (2) a biographical sketch of the applicant's experiences relevant to the field of education, (3) the applicant's career plans, and (4) the applicant's view on one current educational or future educational reform effort. Additionally, applicants must provide one letter of recommendation addressing the applicant's administrative leadership capabilities from the principal of the school at which the applicant currently teachers or most recently taught; or a former cohort member or immediate supervisor.

Within its selection process, UTSA utilizes its Educational Leadership Admissions Evaluation Form to assess the resident candidates including their current educational attainment, grade point average, relevance of work experience, letter of recommendation, personal statement, career plans, scholarly interests, as well as their views on and roles in education reform. Due to the impacts of COVID, GRE requirements were waived for this cohort. Based on these metrics and acceptance into UTSA's graduate admissions, a candidate would advance to the SAISD selection process.

In its selection process, the district asks candidates to participate in several simulations and interviews that 1) assess their capacity to analyze and act on student academic data, 2) engage with staff, students, and parents, and 3) demonstrate distributive leadership. During the simulation, a team of evaluators observe and assess each candidate's dispositional skills for leadership skills which best align with the program. Other selection process activities include tasks such as role playing a parent conference, watching a lesson and providing instructional coaching to a teacher, and planning professional development based on campus needs assessment. Those candidates who perform well are co-selected by UTSA and SAISD to participate in this educational leadership program.

Within SAISD, student demographics are primarily Hispanic (90%) or African American (6%) and our students are very likely to be economically disadvantaged (89%) and/or At-Risk (73%) (SAISD, 2018-19 TAPR). Additionally, one out of every five SAISD students is an English Language Learner (21%) and nearly one out of every eight students receives special education services (12%). While SAISD strives to mirror its student demographics in its instructional leadership, it must be noted that the proposed educational leadership program focuses on social justice advocacy and culturally relevant pedagogy for any qualified participant. For all participating principal residents, this social justice program focus will 1) foster a greater, authentic engagement with their studies, 2) developing or maintaining cultural competency, 3) learning to access the cultural and social capital of the SAISD community, and 4) developing a critique of the modern American status quo. Thus, SAISD will work to identify the best-fitting candidates within the applicant pool.

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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.

As a nationally-recognized program, the USLC has been honored with the first University Council of Educational Administration (UCEA) Annual Exemplary Educational Leadership Program Award (2013). In collaboration with UTSA, SAISD will support and retain its emerging leadership capacity within the district as USLC's Cohort 14. The core courses, competencies, and experiences address the broad set of issues, knowledge, and competencies relevant to the Principal as Instructional Leader certificate by scaffolding and embedding relevant knowledge, skills, and mindsets within course content. T-PESS and AEL requirements for certification are included in the coursework. Principal residents will demonstrate proficiency in the State Principal Standards through leadership action, papers, reflections, action research, readings, discussion, exhibitions, and a portfolio. The USLC includes five notable program distinctions: 1) a social justice focus to effectively advocate for ethnically, racially, socially, and linguistically diverse communities; 2) authentic partnership collaborations to grow trust while improving teaching and learning; 3) system inquiry for robust reflections on one's self and organizational practices; 4) University faculty teach classes on-campus to model and promote the highest standard of conduct, ethics, and integrity of democratic decision-making, communication, actions, and behaviors; and 5) Continued mentorship by university faculty ensures that the resident is supported through to their assumption of a leadership position. All classes are to be taught by UTSA faculty on SAISD campuses which provides an authentic school setting for USLC Cohort 14. Residents attend class on one evening per week during the fall and spring semesters. During the summer, residents take two courses in eight (8) week sessions. In alignment with research and literature on effective preparation programs, other integral residency components include regular cohort meetings, visits to other schools or institutes, workshops, and site visits by program instructors and field supervisors. The district will provide release time to the resident for attendance in principals' meetings and other administrative functions. The residents will complete a practicum experience in a school setting under the supervision of university field supervisors whose expertise includes providing constructive feedback and coaching. A one-year internship is integrated into the program coursework to allow residents time to address a district or campus high-priority project while gaining practical, hands-on leadership experience. The capstone project will demonstrate the residents' abilities to engage others in the development and implementation of strategies that address the district's or campus' most pressing challenges and evaluate the results. Residents' capstone projects will propose, implement, and evaluate an intervention to a problem of practices that results in real world recommendations to the leadership team. In consultation with their campus Principal and the UTSA field supervisor, residents will develop a customized learning plan to address their work for the residency. Mentor principals will meet with residents at least twice a week and residents will shadow campus leaders throughout the residency experience. Each resident will receive at least three (3) coaching visits during the program, as adapted from the Int'l Coach Federation Core Competencies and the TEA Field Supervisor Guide format. Additionally, residents complete a self-assessment based on: Texas principal standards, data collection processes, best practices, self-reflection, the process for eliciting feedback, and their provision of actionable improvement plans. The USLC program is driven by both a constructivist theoretical approach and culturally-responsive pedagogy, wherein students collectively engage in critical reflection with their instructors and cohort peers. To effectively advocate on behalf of students, the cohort experience establishes a mentorship network and provides residents a curriculum to develop necessary leadership skills. The cohort model is restricted to employees of SAISD and tailored to meet the needs of residents and the district. Activities occur in a community of practice in which residents learn through the processes of modeling, scaffolding, reflecting, exploring, coaching, and articulating. Residents will review data from their campus needs assessment to identify a significant problem of practice in their assigned campus that influences practice and student learning. Capstone projects will include effective, continuous PD with teaching staff and that builds a collaborative team within the school to improve instructional practice, student achievement, and school culture. Culturally relevant and culturally sustaining pedagogies have been shown repeatedly to impact student success and is one of the tools UTSA and SAISD will use to ensure residents are successful and graduate authentically-equipped to thrive in practice as educational leaders.

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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.

Please refer to the completed Attachment 1, "Leverage Leadership Readiness Assessment: Data-Driven Instruction," included in the submission package.

Some examples of District-wide data-driven instruction systems currently utilized by campuses include but are not limited to the State of Texas Assessments of Academic Readiness (STAAR) as well as Measures of Academic Progress (MAP) which provide essential information about a student's continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities as well as focus instruction on the areas of greatest need. In addition, campuses use reviews of walk-through and observation data as well as applying Data-Driven Instruction and Inquiry (DDI) processes to drive instructional practices. DDI is a precise and systematic approach to improving student learning throughout the year.

The inquiry cycle of data-driven instruction includes assessment, analysis, and action as a key framework for school-wide support of all student success. Further, the Instructional Culture Insight digital survey tool is used to measure rigor and respect in schools, as well as essential instructional leadership practices, through teacher responses to an online survey administered up to twice each school year. The Insight survey provides formative, actionable feedback for campus leaders. Additionally, the campuses utilize a research-based student perception survey, Panorama, to collect feedback data for teachers and school administrators.

In addition, the District's Office of Accountability, Research, Evaluation, and Testing (ARET) works with campuses to develop teacher-level goals as well as grade-level and campus goals through the use of the Frontline Student Information System (SIS). Frontline SIS provides real-time student-level data to all teachers and administrators. The tool allows for the quick review of the number of students to be tested, verify the performance levels of currently enrolled students, and review detailed STAAR and MAP data to identify both strengths and weaknesses for student groups or individual students. Campuses receive training on the use and adaptability of the dashboard as well as participating in regular work sessions dedicated to understanding STAAR and MAP data. Campus teachers utilize Frontline SIS to complete goal-setting calculators provided by ARET.

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.

Please refer to the completed Attachment 1, "Leverage Leadership Readiness Assessment: Observation and Feedback," included in the submission package. Campuses utilize the state-adopted Texas Teacher Evaluation and Support System (T-TESS) process to evaluate teachers and the Texas Principal Evaluation and Support System (T-PESS) process to evaluate administrators. Principal residents are evaluated on T-PESS to ensure alignment with the state principal standards throughout their residency process. Resident conducted walk-throughs and observations are done in collaboration with campus administrators and mentor principals.

Within T-TESS, all teachers engage in the goal-setting process at the beginning of the year and develop a goal that includes an area they would like to improve in their instructional practice linked to a student growth measure. Teachers receive formal observations, as well as walk-throughs, to evaluate specific instructional practices within 12 dimensions and three domains. At the end of the year, teachers receive cumulative ratings in Planning, Instruction, and Learning Environment Domains, as well as four additional dimensions that provides evidence to support their proficiency rated on the Professional Demeanor and Ethics Domain. All results are documented in Performance Matters, a professional development tool for teachers that allows the district and its campuses to make insightful decisions to increase the impact of educators.

Within T-PESS, administrators and interns (principal residents) engage in a self-analysis and goal-setting process to identify two goals, professional practice and student growth, at the beginning of the year and then meet with their appraisers in a beginning-of-year conference to discuss areas of strength and opportunities for growth and development. Appraisers—assistant superintendents and principals—meet with their appraisees—Principals, Assistant Principals, and Residents—during a mid-year conference to review their goal progress and again at the end of the year to determine their goal attainment and progress within the 21 rubric indicators. Other instructional and non-instructional staff are evaluated utilizing various district-developed evaluation tools.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	45,809
2. Enrollment of all participating private schools	300
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	46,109
4. Total current-year grant allocation	700,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	700,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	15
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	4,554

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Request for Grant Funds

Matched amount (number of principal residents participating in program x $15,000) 150,000

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program 10

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

Description	Budget
Ten (10) Residents' Annual Salaries ($57,000/per Principal Resident)	570,000
Ten (10) Residents' Annual Fringe Benefit	125,446

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Description	Budget
PNP Equitable Services Allotment - Masters Program Tuition Reimbursement	4,554

SUPPLIES AND MATERIALS (6300)

Description	Budget

OTHER OPERATING COSTS (6400)

Description	Budget

Total Direct Costs   700,000

Indirect Costs   0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)   700,000

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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.

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

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