



2023-2024 Principal Residency Grant Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 28, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

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

Check each of the following boxes to indicate your compliance.

14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to ebonylove@tea.texas.gov for approval.
15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

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

Socorro Independent School District (SISD) will continue to partner with Texas Tech University to expand its pipeline of diverse principal fellows that have successfully completed a year-long authentic principal residency experience. Based on best practices for an instructional leader, Socorro ISD will provide three new principal residents with the opportunity to apply new learning experience and become familiar with various real-world contexts that are applicable in a border city where many students are Hispanic (more than 90 percent at SISD) English language learners. Jointly, Socorro ISD and Texas Tech University will identify, recruit, and prepare these three principal residents from amongst its current staff through a targeted recruitment and selection process. During the vetting process, candidates will present evidence of improving student achievement applicable to Socorro ISD student demographics. The residency program will continue to allow these principal residents an opportunity to earn a Master of Educational Leadership degree and Texas Principal Certification by the end of Summer 2024. The three residents will be moved from their current campus to other SISD campuses to undertake significant leadership opportunities under the guidance of three experienced mentor principals who will all attend the TEA Principal Residency Summer Institute in Spring 2023. These principals and TIU faculty coaches will provide weekly formative feedback. A coaching and mentoring framework that is continuous, consistent, and relevant to the needs of Socorro ISD and state standards. The mission of the Socorro Independent School District is to optimize students' academic, artistic, athletic, and interpersonal skills. Socorro ISD needs to increase the number of competent applicants applying for principal positions in our district who understand our border community, which should also help to increase principal retention. Coaching is needed for both mentoring principals and principal residents to gain an increased understanding of the evolving role of school principals as instructional leaders. Through the SISD/TTU partnership, plans for creating a sustainable leadership pipeline within the school district continues to develop as more mentor principals understand their role of providing residents with a full-time residency experience including opportunities to practice and be evaluated in a school setting

Goals, Objectives, and Strategies

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

Socorro ISD's student demographic will have completed an authentic leadership experience at an SISD campus while simultaneously earning a graduate degree in Educational Leadership, along with Texas Principal Certification. This SISD goal will build a well-defined, multi-faceted leadership instructional framework that will provide three new strong instructional campus leaders in SISD to support continued student growth. Each principal resident will monitor the performance results with their principal mentor using TTU's targeted accountability intervention system, data tracking sheets, and the ESF process. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to measure the principal residents' coaching competencies intended to improve instructional practices that will ultimately impact student outcomes. Principal residents will work with SISD principal mentors and TTU faculty to re-evaluate the process which will include reflection on fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric by TTU faculty coaches. Each principal resident will monitor the performance results with their principal mentor using TTU's targeted accountability intervention system, data tracking sheets, and the ESF process. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to measure the principal residents' coaching competencies intended to improve instructional practices that will ultimately impact student outcomes. Principal residents will continue to work with SISD principal mentors and TTU faculty to re-evaluate the process which will include reflection on fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric ratings by TTU faculty.

Performance and Evaluation Measures

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

Socorro ISD and the Texas Tech Educational Leadership Department began partnering in 2020 to implement a Principal Fellows Partnership Program. Principal fellows have completed the program, earning their Master of Educational Leadership and Texas Principal Certification, while completing their year-long, full time residency experience. Project evaluation data, under the direction of the SISD Chief Academic Officer and the Director of Research and Evaluation, will be collected by Team SISD district educators, campus principals, principal residents, university faculty, and community stakeholders and will assess our SMART goal, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. Action steps created by the team include authentic practices and mentor support strategies proven to be effective during the first grant cycle (Cycle 3) and those being implemented in the current Cycle (5). Formative assessments from the previous cycles will be utilized to improve and modify (where necessary) previous program implementations to continue developing a sustainable leadership pipeline. Socorro ISD will collect data and report all mandatory performance and evaluation measures required by TEA to generate reliable data on the effectiveness and efficiency of the project. Each principal resident will monitor the performance results with their principal mentor using Texas Tech Universities targeted accountability intervention system, data tracking sheets, and the ESF process. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to measure the principal residents' coaching competencies intended to improve instructional practices that will ultimately impact student outcomes. Quarterly benchmark data that does not show improvement from identified instructional goals will be reason for re-evaluation. Unsatisfactory results will require the principal resident to modify interventions, action steps, and goals. Principal residents will work with SISD principal mentors and TTU faculty to re-evaluate the process which will include reflection on fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric ratings by TTU faculty coaches

Budget Narrative

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

In order to recruit and retain qualified candidates we are requesting the maximum amount of \$225,000.00. The Budget for this program will fund three principal fellows.

Grant funds will be similar to the last 3 funding cycles. This provides consistency to our program and allow our teachers with proven student outcome to further their education in a leadership capacity.

Grant funds

\$142,920.00 Salary for 3 principal fellows at approximately \$47,640.00 each

\$76,651.00 this will cover tuition fees, and coaching fees to TTU for the 3 principal fellow.

\$5429.00 Will cover Educator Certification/ AEL Training

Socorro ISD will continue to fund the remaining amount of approximately \$90,000.00 in cash match (\$45,000.00 required)

\$7,000.00 Travel to mandatory spring conference

\$15,000.00 required cash match per participants

Socorro ISD staff will periodically meet to review budget, if any budget amendment are needed, Socorro ISD will follow TEA guidelines. Sisd will make any budget amendments to the approved application and submit as required by TEA

Program Requirements

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

Leadership faculty members have established a recruitment and selection process to ensure a fair and thorough election process that identifies the "best fit" principal residents, ensuring diversity. Currently Socorro ISD has over 47,600 students which are mainly 90% Hispanics and approximately 74% Economically Disadvantage. The recruitment practice will include an application and recommendation process. Socorro ISD will include the opportunity in their social media and outreach at each school. The selection process will be vetted in partnership with our PPE (Texas Tech University) to select best fit candidates for the program. Review of evidence for each candidate leadership capacity will include relevant-to-assignment assessment data including students achievement and progress data (Common Formative Assessment, iStation, TCM, TELPAs, Texas teacher evaluation and support system (T-Tess appraisal data, overall body of work, and how well the candidate applicants pool reflects the students demographics of the school.

Texas Tech Educational Leadership Coaches will assess perspective principal candidates to leverage the highest knowledge skills, Mindset (KSMS) using Texas Education Agency's (TEA) standards for the principal as Instructional Leader. Socorro ISD serves over 47,600 students and have over 2,800 teachers with a demographic representation of 1.8% African American, 87% Hispanics, 10.5% White and 29% with 5 years of teaching experience. The School leadership in Socorro ISD includes over 150 campus administrators with approximately 45 principals and 110 assistant principals. The current ethnic breakdown if campus administration is 85% Hispanics, 10% white, and 3% African American.

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

The Principal Fellows Residency Program offered by Texas Tech University, in partnership with Socorro ISD, provides a highly selective and competency-based residency model that provides Principal Residents with Evidence-based professional enhancement activities which lead to a master's degree in educational leadership, the completion of the Principal Certification, and increased competencies in T-TESS implementation.

The current 15-month Master 's Degree is a 36-hour program approved by TEA and is a collaborative effort with Socorro ISD to improve instructional coaching and mentoring support working with current exemplary campus Mentor Principals. An instructional conversation based on data with the Mentor Principal leads to the selection of three teachers that the Principal Residents will coach and develop during the academic year. Principal Residents will also lead a selected content PLC during the year, lead model best practice with various forms of data and students evidence in coaching sessions. The Principal Residents in the program advocate and leads with the support of the cooperating teachers of an English Learner, Special Education student, and 504 students through a quarterly progress monitoring of instructional goals. The design model of the 15-month job embedded residency program is conceptually framed as leaders coaching the coach. The leaders coaching the coach approach is characterized by university faculty member coaching the principal residence intern to coach struggling teacher and collaborate with teachers as a team to ultimately improve students achievement

Program Requirements (Cont.)

3. The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

All of our schools have received training on effective Professional Learning Communities (PLC) and "data talks", These are currently implemented at each campus across the district after 3, 6, and 9 week assessments. Grade level and vertical teams analyze all state-level and locally developed data to discuss necessary adaptation. The teacher reviews student data while setting learning goals. The teachers discuss different teaching practice for their students and explore resources to learn about new practices. This indicates that teachers are working together to develop and analyze common assessments to encourage individual student growth and success, and reach the standardized testing goals for the district.

The district leadership team meets monthly to share best practices and model assessment analysis, planning meetings, and current assessment results. The leadership team includes district leadership, instructional officers, technology instructional specialists, and campus principals. Teachers, principals, and assistant principals have access to the district's data-analysis software (Eduphoria) and the TEKS Resource System (TRS) for curriculum. Eduphoria allows campus administrators to review all state-level data and locally developed and deployed benchmark assessments. TRS provides administrators and teachers with curriculum resources as lessons are planned. Socorro ISD uses iStation and TCM In the early grades for beginning of year (BOY), middle of year (MOY), and end of year (EOY) checkpoints.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Lessons plans and survey information are gathered from each principal resident and are used as an observation and feedback tool to assist in measuring their performance. Campus administrators use a check list and the T-TESS assessment for instrument teachers to to work evaluate the collaboratively. Quality of Each lesson campus delivery has and at least student one State engagement. Compensatory PLCs and data Education talks are Intervention held at each (SCEI) campus Coach to help improve student performance and attend to the specific needs of At-Risk students. The SCEI coaches supplement Tier 1 instruction by modeling targeted Tier 2 and Tier 3 intervention strategies to At-Risk students and their teachers.

Since this program is already in existence utilizing the Leverage Leadership Readiness Assessment attachment 1 , we found the following results: Each questions averaged between the 2-Foundational/4-Exemplary range. The Leading Data Driven Culture questions averaged 3, and the Leading Observation Feedback averaging between 2 and 3. However, ranking 4 in the use of detailed implementation of calendar and the ability to conduct deep analyses of school-wide and individual teacher data. Observations and and feedback are discussed between the principal residency team in order to inform the professional development.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

The sustainability plan for the continuation of the Principal Residency Program is illustrated in the budget narrative above the district commitment with nearly double the required match of the grant. This is necessary to provide an authentic full year residency experience, paired with top mentor principals. In us interviewing some of the fellows in prior programs it has shown that the experience that the fellows have received has been working towards preparing themselves to operate their own campus.

Sustainability plans will begin at the Cabinet level to include the superintendent and all directors. Sustainability will follow the same data-driven decision being used among instructional leaders. Meetings with Team SISD, Texas Tech University Educational Leadership Department, and principal fellows will identify the validity and necessity to continue to meet the needs of our district's demographics and the vision of the district to move the district forward for all SISD's students, parents, and the community.

Socorro ISD will utilize research-based strategies to support the ongoing effort with Texas Tech University. Socorro ISD will continue to provide candidates with direct mentoring from mentor principals. Each candidate will be matched with a mentor principal on a campus where they will be given authentic leadership opportunities and receive the support necessary to be successful throughout the fellowship.

Sustainability for the Principal Residency Program is seen as the pipeline to the district to train and support our future highly qualified, certified leaders.

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

Socorro ISD sees communication as a dynamic part of education success. Effective communication is a necessary trait for success at all levels of education. Socorro ISD leadership team, to include instructional officers, technology instructional specialist and campus principals have a constant flow of quality information. They meet monthly to share best practices, model analysis, planning meetings, and current assessment results. Socorro ISD will use Professional Learning Communities to review data to plan, organize and arrange next step with Texas Tech University and key members of the district. The data will be used to assess the progression of the principal fellow SMART goal, make necessary adjustment and plan next steps in collaboration with the EPP.

There are several communication methods Socorro SISD has implemented when communicating with Texas Tech University and key district players. Socorro ISD will schedule meetings with those involved in the project. Meetings can save time in conveying the message to many people at the same time. Best way Socorro ISD has found to communicate the message would be Power Point presentation. Using the districts intranet already in place, we can act proactively and send out status reports to those involved at given time periods. This can be great for including even those who are not directly involved with the project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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

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

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook link.](#)

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

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

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