



2023-2024 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, January 29, 2024

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

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, January 29, 2024**.Grant period from **March 20, 2024-September 30, 2024**Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

- Focus Area 1: Career and Technical Education Course
- Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

N/A

Applicant Information

Organization Booker ISD CDN 148-901 ESC 16 UEI JATRYDU4AFD7

Address 600 South Main City Booker ZIP 79005 Vendor ID 1756000212

Primary Contact Michael Lee Email Michael.lee@region16.net Phone 806-658-4501

Secondary Contact Laurette Wauer Email laurette.wauer@region16.net Phone 806-658-4501

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 Michael Lee Title Superintendent

Email Michael.lee@region16.net Phone 806-658-4501

Signature  Date 1/29/2024

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

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 Summer Career and Technical Education Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Summer Career and Technical Education Grant 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 curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
7. 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.

Summary of Program (Focus Area 1)

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.

OVERVIEW OF THE PROGRAM: Booker ISD (BISD) is seeking grant funds to implement a Summer CTE Grant Bridge Program that is 4 weeks long and will be used to familiarize incoming Booker High School 10th-grade and 11th-grade students with the high-demand jobs in the Applied Agricultural Engineering pathway. BISD aims to enroll a maximum of 10 students interested in pursuing the Applied Agricultural Engineering Program of Study. The students in this program will not only learn more about the agricultural field but study information related to the broad world of work, and college and career opportunities that will be available to achieve a career in the agricultural field. Our students will also participate in a related field trip to Frank Phillips College in Perryton.

SPECIFIC NEEDS: Part of BISD’s MISSION statement is to: “educate all students for success in a 21st century world. The vision of Booker ISD is to be a dynamic community of learners promoting conceptual thinking, building civic responsibility, and fostering creativity”.

The district has identified that this program would aid in meeting its mission and assist with some of the current district demographic NEEDS. These needs encompass various aspects, including but not limited to:

- Student Enrollment: 76.7% of the student body comprises Hispanics, indicating a significant minority representation. Additionally, 31.2% of students are still in the process of learning English through bilingual/ESL programs.
- Graduates: Currently, only 58.3% of students successfully graduate as Career or Military Ready.
- Higher Education Enrollment: A mere 35.3% of students go on to enroll in an Institution of Higher Education (IHE).

(Source: 2022-2023 TAPR)

With the majority of students suffering from economic disadvantages, Booker ISD understands that it is crucial they address these needs. Nearly a third of the students do not speak English well enough to study academics without accommodations. Just over half of the students graduate ready for careers or military but barely one third make it to post-secondary programs. With Focus Area 1, Booker ISD’s students will not only gain experience and building blocks toward a high-demand CTE program of study but will also expedite the pace at which they receive relevant certifications in high-demand fields. Additionally, with this program, targeted students will be on a path to a postsecondary education and a high-paying job, which will help meet the aforementioned needs listed above.

Summary of Program (Focus Area 2)

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.

OVERVIEW OF THE PROGRAM: Booker ISD is also seeking funds to implement two (2) programs of study for the Summer CTE Grant, both of which follow the Focus Area 2 guidelines. This program will run for 8 weeks and target up to 7 students within a Work-Based Learning Program. As part of the program, students will be paid to participate in internships alongside various business and industry partners such as: Solid Rock Heating and Air (1 priority point) and Bob Jay’s Plumbing (1 priority point). As part of the program, students will receive real-world work experience by conducting activities such as: 1. Using appropriate diagnostic tools, 2. Assessing HVAC systems, 3. Welding, 4. Electric work as needed in agricultural settings, 5. Diesel mechanics, and 6. Plumbing and pipefitting. This program offers 3 priority points for Programs of Study encompassing HVAC, Electrical, Plumbing, and Pipefitting, enhancing students’ overall learning experience.

SPECIFIC NEEDS: Part of Booker ISD’s MISSION statement is “to educate all students for success in a 21st century world.” The district has identified that these programs would aid in meeting its mission and assist with alleviating the influences of some of the current district demographic NEEDS. These needs include but are not limited to:

- Student Enrollment: 76.7% of the student body comprises Hispanics, indicating a significant minority representation. Additionally, 31.2% of students are still in the process of learning English through bilingual/ESL programs.
- Graduates: Currently, only 58.3% of students successfully graduate as Career or Military Ready.
- Higher Education Enrollment: A mere 35.3% of students go on to enroll in an Institution of Higher Education (IHE).

(Source: 2022-2023 TAPR).

ADDRESSING NEEDS: Focus Area 2 will provide Booker ISD’s students with the necessary employment skills, preparation for the workforce, and outline a pathway to a high-paying job. The chosen areas of Electric, Plumbing and Pipefitting, and HVAC in Applied Agricultural Engineering are all high-demand jobs. By targeting these CTE areas, Booker ISD’s students will be able to address the aforementioned needs of the district, while planning for future employment and subsequently a reduction in poverty for the area.

Qualifications and Experience for Key Personnel (Focus Area 1)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Project Director: Assist with management and oversight of grant-related services. Proposed Position	Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Must have 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor: Teach, support, and recruit students for the opportunities to participate in the bridge program. Existing Position	Minimum Qualifications of a Master’s Degree in Education or a related field. Must have 2 years of experience in assisting students in selecting careers
Federal/State Special Programs Director: Oversee the Summer Bridge program and ensure the curriculum and courses offered are essential. Existing Position	Minimum Qualifications of a Bachelor’s Degree in Education or a related field. Must have 2 years of experience working on implementing state or federal programs.
CTE Teachers: Provide Summer Bridge CTE courses, as well as oversight and data collection. Existing Position	Minimum Qualifications of a Bachelor’s Degree. Must have at least 3 years of prior experience and knowledge in programs of study being taught.

Qualifications and Experience for Key Personnel (Focus Area 2)

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Project Director: Assist with management and oversight of grant-related services. Proposed Position	Minimum Qualifications of a Bachelor’s Degree in Education or a related field (Qualifications). Must have 1 year of experience with managing programs, grants, personnel, and budgets (Experience).
Campus Counselor: Teach, support, and recruit students for the opportunities to participate in the program. Existing Position	Minimum Qualifications of a Master’s Degree in Education or a related field. Must have 2 years of experience in assisting students in selecting careers (Experience).
Business Liaison: Provide work-based experiences to the students in the program.	Minimum Qualifications: Must be certified to do work in the targeted Program of Study. Must have at least 2 years of work-based experience in the targeted POS (Experience).
Chief Financial Officer: Oversee all grant expenditures and ensure funds are spent appropriately. Existing Position	Minimum of a Bachelor’s Degree in finance, business, or accounting, Master’s Degree is preferred. Must have at least 2 years of experience working with LEAs to oversee expenditures.

Goals, Objectives, and Strategies (Focus Area 1)

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

FOCUS AREA 1:

GOAL: Booker ISD’s Focus Area 1 GOAL is to offer up to 10 students (including their partner school’s students) a Summer Bridge Program within the Applied Agricultural Engineering Pathway. This goal aligns with the grant program and the district's overall mission of preparing students for “success in a 21st century world.”

OBJECTIVE: To ensure the district’s mission and goal are met, the following OBJECTIVES will be targeted: 1. Recruit promoted incoming 10th and 11th graders for the Summer Bridge Program; 2. Provide up-to-date instruction in the course “Ag Mechanics and Metal Technologies/Lab 13002200/13002210; and 3. Provide a field trip for career exploration to Frank Phillips College.

ACTIVITIES/STRATEGIES: The ACTIVITIES that will be implemented to achieve this goal and these objectives include 1. Offer incoming partner district students a tour of the campus to help ensure they are confident on their first day of school; 2. Provide an orientation to students and/or their parents that details the benefits of pursuing the targeted CTE pathway; 3. Schedule time for all participating students to meet with the Campus Counselor to create a course schedule that includes the required coursework in the different CTE pathways ; and 4. Ensure that each student has a plan for how to achieve their career goal. This will include post-secondary options like vocational training or college/university courses.

Goals, Objectives, and Strategies (Focus Area 2)

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

FOCUS AREA 2:

GOAL: Booker ISD’s Focus Area 2 GOAL is to recruit up to 7 students from their high schoolers to participate in work-based learning opportunities. This objective aligns with the grant program’s goal and the district's overall mission of preparing students for college, career, and workforce readiness.

OBJECTIVES: To effectively align with the district's grant objectives and mission, BISSD will focus on preparing students for careers in Electric, HVAC, Diesel and Heavy Equipment, Agriculture, Plumbing, and Pipefitting in order to meet the grant's goals.

ACTIVITIES/STRATEGIES: The activities planned to achieve this goal, and these objectives include collaborating with local businesses, including Solid Rock Heating and Air (1 priority point) and Bob Jay’s Plumbing (1 priority point). This collaborative effort will be utilized to facilitate paid internships and hands-on projects fostering real-world work activities that include, but are not limited to:

- Examining agricultural structures for damage/repairs.
- Assisting with the maintenance of HVAC systems.
- Assisting with the repairs and replacement of basic electrical and plumbing needs.

These key and insightful experiences will increase student learning, develop employability skills in actual workplaces, provide a smoother transition from education into the workforce, and improve post-school outcomes such as employment and post-secondary attendance.

Performance and Evaluation Measures (Focus Area 1)

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.

FOCUS AREA 1:
PERFORMANCE MEASURES: Booker ISD selected its PERFORMANCE MEASURES based on the TEA-provided guidelines to ensure the program can be monitored efficiently and effectively. These performance measures include: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students enrolled in the summer program. 3. Program Completion: Number of students completing the summer program. 4. Ag Mechanics and Metal Technologies/Lab Course successfully Completed. 5. Collection of data related to PEIMS.
EFFECTIVENESS: To measure progress and EFFECTIVENESS of these performance measures, Booker ISD will utilize the following TOOLS: Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. The data collected will be instrumental in determining the effectiveness of project objectives and strategies. The data collection will occur regularly and involve the PROCESS outlined below:

- Analyzing grades after each week of programming;
- Analyze the difference between number of students enrolling and number of students completing the program;
- Reviewing attendance records daily;
- Administering the surveys pre-and post-program completion; and
- Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

Performance and Evaluation Measures (Focus Area 2)

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.

FOCUS AREA 2:
PERFORMANCE MEASURES: Booker ISD selected its performance measures based on the TEA-provided guidelines to ensure the program can be monitored efficiently and effectively. These performance measures include: 1. The number of students participating in paid internships. 2. Total and average hours worked by students in the program. 3. Total and average hourly earnings of interns. 4. Written training plans for each student in the program. 5. Total number of business partners providing work-based learning experiences. 6. Evidence of support from business partners (Solid Rock Heating and Air (1 priority point) and Bob Jay’s Plumbing (1 priority point)). 7. Recognition of student completion. 8. Collection of data related to PEIMS. 9. Demographics of students participating and benefiting in program.
EFFECTIVENESS: To measure progress and effectiveness of these performance measures, Booker ISD will utilize the following tools as specified in the grant guidelines: Student/Stakeholder Surveys as related to different internship placements, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. The data collected will be instrumental in determining the effectiveness of project objectives and strategies. The data collection will occur regularly and involve the process outlined below:

- Number of hands-on projects each student complete/assisted with;
- Reviewing attendance records daily;
- Number of students enrolled versus the number of students completing;
- Number of business and industry partners (Solid Rock Heating and Air and Bob Jay’s Plumbing) and
- Administering the surveys pre-and post-program completion;

Budget Narrative (Focus Area 1)

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.

Booker ISD drafted the following budget based on the needs and goals of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Booker ISD’s proposed budget is as follows:

- PAYROLL (\$6,875) - Payroll costs include the Program Director, professional staff, and associated employee benefits.
 - PROFESSIONAL AND CONTRACTED SERVICES (\$2,734) – Costs to cover the costs for data collection and analyses of courses completed.
 - SUPPLIES AND MATERIALS (\$29,125) – Costs to purchase Focus 1 Area student supplies and materials for their projects and their coursework during their hands-on training opportunities, and the gasoline for transportation.
 - OTHER OPERATING EXPENSES (\$1,500) – BISS allocated funds to cover transportation costs for the program.
- CAPITAL OUTLAY (\$6,500) – The grant funds will be utilized to acquire interactive flat panels, which will download and include course curricula that can be taught during the Summer Program.
- INDIRECT COSTS (\$3,266) - This is based on the approved indirect rate for BISS and will be used to cover the associated overhead costs.

While funding is limited, a HIGH-LEVEL SNAPSHOT of funds that are currently used for similar projects include: CTE programs and introductory courses offered during the year. In addition to this, we cover the cost of facilities, cafeteria personnel, computers/software, and classrooms, which will be needed during this program. These expenses are being covered by local funds allocated for facilities and maintenance, as well as funds designated for summer food programs and hardware/software products. These allocations are intended to help offset the costs associated with implementing the grant program.

ADJUSTMENTS TO MEET FUTURE NEEDS: Booker ISD is always looking for additional grant funds, business donations, consideration from the board for continued services, and aligning current funding streams to grant goals.

Budget Narrative (Focus Area 2)

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.

BISS has identified and calculated the following areas in staffing, supplies and materials, contracts, and travel, to meet the needs and goals of the program. With that said, the following is the proposed budget:

- PAYROLL (\$8,750) - Payroll costs include the Program Director, professional staff, and associated employee benefits.
- CONTRACTED SERVICES (\$2,245): Funds will be used to assist with data collection and analyses of work-based learning activities.
- SUPPLIES AND MATERIALS (\$1,550) – Costs associated with acquiring supplies and materials for students engaged in work-based learning activities within the Focus 2 Area.
- OTHER OPERATING EXPENSES (\$33,700) – BISS allocated funds to cover paid internship program costs, including potential travel expenses.
- INDIRECT COSTS (\$3,755) - This is based on the approved indirect rate for BISS and will be used to cover the associated overhead costs.

HIGH-LEVEL SNAPSHOT: At BISS, there are currently no paid internships being offered by the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These expenses are being covered by local funds allocated for facilities and maintenance, as well as funds designated for summer food programs and hardware/software products. These allocations are intended to help offset the costs associated with implementing the grant program.

ADJUSTMENTS TO MEET FUTURE NEEDS: BISS understands the need for continued sustainability in this work-based learning program. Therefore, it will continue to apply for additional grant funds, seek business donations, request consideration from the board for continued services, and review current funding streams to align funding purposes to grant goals.

Program Requirements

1a. Needs Assessment (Focus Area 1): Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)

FOCUS AREA 1:
NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEED: Booker ISD confronts a critical challenge stemming from a shortage of highly qualified teachers, which requires urgent attention. Presently, only 5.2% of our district's teaching staff hold master's degrees, a figure substantially lower than the state average of 25%. This stark contrast in educational qualifications is a pressing concern, not only affecting the quality of education but also **HINDERING** the completion of courses within various programs of study.

ADDRESSING NEEDS: In response to these identified needs, the district has developed a comprehensive grant proposal. This proposal outlines a detailed budget allocation aimed at addressing the shortage of qualified educators. In order to address this shortage, funds have been earmarked to recruit and retain qualified instructors for the summer program.

This approach seeks to empower our students for success in postsecondary education and high-paying careers by addressing the district's immediate needs. This plan is designed to bridge the educational gap, enhance the quality of instruction, and improve the overall educational experience for our students.

1b. Needs Assessment (Focus Area 2): Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)

FOCUS AREA 2:
NEEDS ASSESSMENT INDICATING SPECIFIC AREAS OF NEEDS: Booker ISD is taking action in response to the critical workforce shortages in Texas. With a staggering 10,603 annual job openings in HVAC, Electrical, Plumbing, and Pipefitting, along with a 20% growth rate in these fields, the demand for skilled professionals is undeniable. Unfortunately, financial constraints within the district hinder our ability to provide a program that guides students toward these promising career paths.

ADDRESSING NEEDS: Consequently, we are actively pursuing grant assistance to address these urgent needs. Our commitment is to implement comprehensive programs that equip students with the essential skills required for these highly sought-after professions while overcoming the unique challenges our community faces. To ensure the success of this endeavor, the district has meticulously crafted a detailed grant budget that covers all aspects of the program.

Program Requirements, cont'd.

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

FOCUS AREA 1:

PROGRAM(S) OF STUDY AND THE CTE COURSE THAT WILL BE OFFERED: Booker ISD is gearing up to expand its educational offerings by introducing CTE courses within the Applied Agricultural Engineering program of study. Through this program, the district anticipates the active participation of as many as 10 students. We are firmly committed to ensuring that these students not only remain engaged but also receive robust support throughout their coursework. The strategic choice of the Applied Agricultural Engineering Program of Study is grounded in its alignment with high-demand occupations, including Welders, Agricultural Engineering, and Farm Equipment Mechanics, among others (Source: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/afnr-applied-agricultural-engineering.pdf>).

In the framework of this program, one essential course, " Ag Mechanics and Metal Technologies/Lab," will be offered. This course is structured for 4 hours per day, 4 days a week, spanning 4 consecutive weeks, providing a substantial and immersive 64 hours of instruction. This initiative not only addresses the current demands in the Applied Agricultural Engineering field but also underscores the district's commitment to delivering a well-rounded and intensive educational experience for its students.

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

FOCUS AREA 2:

BUSINESS AND INDUSTRY PARTNERS INVOLVED: Booker ISD is extending the opportunity to up to 7 students to receive compensation for their participation in internships, which will be conducted in collaboration with Solid Rock Heating and Air and Bob Jay's Plumbing (supported by attached letters of endorsement - 2 points).

With collaboration and input from these partners, Booker ISD will be able to engage and support students as they receive real-world work experience. The different experiences that the participating students will be able to partake in as part of our work-based learning model include but are not limited to: Understanding the maintenance schedules of large HVAC systems: Exploring the different fields of Applied Agricultural Engineering like electrical, welding or plumbing and pipefitting. Students choosing the Applied Agricultural Engineering pathway will be able to exit the program with a Welding Certificates.

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