



**2024-2025 Sustainable Residency Continuation Grant  
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 3, 2024**

NOGA ID [redacted]

Authorizing legislation [redacted]

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC 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, April 3, 2024**.

Application stamp-in date and time

Grant period from [redacted] **June 3, 2024-August 31, 2025**

Pre-award costs permitted from [redacted] **award announcement date to grant start date**

**Required Attachments**

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- 2. Required Program-Related Attachments. Refer to the program guidelines for more information.

**Amendment Number**

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

**Applicant Information**

Organization [redacted] East Central Independent School District CDN [redacted] 015911 ESC [redacted] 20

Address [redacted] 6634 New Sulphur Springs Road City [redacted] San Antonio ZIP [redacted] 78263 Vendor ID [redacted] 714562392

Primary Contact [redacted] Yvette Sanders Email [redacted] yvette.sanders@ecisd.net Phone [redacted] 210-634-6153

Secondary Contact [redacted] Laurie Doyal-Lampman Email [redacted] laurie.doyallampman@ecisd.net Phone [redacted] 210-634-6197

**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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

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

Authorized Official Name [redacted] Roland Toscano Title [redacted] Superintendent

Email [redacted] rolando.toscano@ecisd.net Phone [redacted] 210-643-6100

Signature [redacted] Date [redacted] April 2, 2024

**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 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.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 4. The LEA has completed the full Design and Implementation Year with their vetted teacher residency EPP partner(s).
- 5. The LEA will use grant funds to support residency with the EPP from their TCLAS Decision 5 Strategic Staffing partnership. EPP partners must be on the [23-24 Vetted Teacher Residency Program List](#).
- 6. The LEA will sustain a stipend of at least \$3,500 per resident and a host teacher stipend of at least \$1,500.
- 7. The LEA has a signed MOU with their vetted teacher residency EPP partner(s) that indicates they will continue the partnership that started Strategic Staffing through the TCLAS grant.
- 8. The LEA will submit data to TEA about the residency partnership, including, but not limited to number of residents, resident demographics, stipend amounts, and hiring data.

## 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.

The mission of ECISD is to customize every student's learning experience so they are continuously challenged to advance their knowledge and ability in every classroom, in every school, every day. In order to fulfill this mission, ECISD understands effective, quality teachers are required in every classroom. The district leadership believes the residency program is a quality solution to current staffing challenges and the long-term solution to building a quality pipeline of ready teachers that will ensure excellent and equitable outcomes for students.

ECISD is in a season of rapid growth and has been identified as a fast growing district in a time of teacher shortages. A recent demographic report projects student enrollment to increase 31% in the next five years, and more than double in the next ten years. In addition to rapid growth, ECISD is one of fifteen LEAs located in Bexar County (San Antonio) which includes two of Texas' largest districts. This level of choice for teachers heightens the necessity for the district to provide a highly attractive, reputable and competitive talent development program. The year-long paid residency program has become a critical building block of the ECISD strategic talent plan because of the accelerated and compounding benefits to ensure every classroom, every school, every student has an effective educator that they deserve.

Through the grant, ECISD's students will be the benefactors. The grant will allow ECISD to:

- Continue to improve and scale up the young year- long paid residency programming to establish it as a high quality, recognizable and sustainable talent development program
- Attract and increase the number of racially and economically diverse residents to close demographic gaps through competitive stipends, benefits package, and quality professional development
- Strategically address the district's immediate staffing challenges in a season of fast growth and teacher shortages and provide equitable access to quality instruction in high needs classrooms
- Capitalize on the compounding effect of leveling up mentors as teacher leaders and closing the novice gap for residents so they are effective on day one.

## Qualifications and Experience for Key Personnel

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, and include at least one person from the LEA and one person from the EPP.

LEA - ECISD has an existing lead point-person responsible for the development and oversight of a strategic staffing plan. Responsibilities of this position is to design, implement, and ensure the sustainability of the residency. Position Title: Personnel Coordinator - Strategic Staffing, Recruitment, and Retention - Laurie Doyal-Lampman; Qualifications: Master's Degree, Texas Administrator Certificate, five years of campus administrative experience, three years of Personnel experience to include leading the development of a strategic staffing plan.

EPP - UTSA has a new point-person responsible for the development and coordination of a strategic staffing plan. Responsible to work with partner school districts to design, implement the paid teacher residency program, among other ongoing programs. Position Title: Director of Clinical Professional Experiences - Youmna Dubuk; Qualifications: EdD in Educational Leadership and Policy Studies, Valid Texas Teaching Certification and Instructional Leadership Certification, 5 years of teaching experience, 3 years campus administrative and instructional leadership experience, 6+ years experience in higher education and educator preparation program.

EPP -TAMUSA point person has worked with ECISD since the beginning of the design year for the development of the strategic staffing plan. The primary responsibility is to work with partner school districts to design and implement the paid teacher residency program, along with field supervision. Position Title: Residency Coordinator - Lisa Tieken; Qualifications: Master's Degree, certified Texas educator with advanced credentials, experience with strategic staffing, recruitment and retention. Leads design, implementation to ensure sustainability of the residency program at the university level. Also serves as a Field Supervisor, with greater than 3 years of teaching experience.

ESC- Region 20 has a dedicated technical provider responsible to provide regional leadership development opportunities related to building educator and leadership pipelines. Position Title: Monica Anguiano, Leadership Consultant, Innovative Staffing and Talent Pipeline; Qualifications: Holds a Master's degree, Valid Texas Principal or Mid-Management Certification, three years of relevant experience in campus leadership, certification, personnel services, special programs implementation.

## Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed residency program. What activities/strategies will be implemented to meet those goals/objectives? How do these relate to broader educator pipeline goals/objectives at the LEA?

The major objective of ECISD's year-long paid residency is to ensure excellent and equitable outcomes for the students of ECISD. These outcomes are achieved through quality and effective instruction in every classroom, every day. The residency program is designed to accelerate student learning through a vacancy: pair teaching (co-teach) model executed by a selected university student and a skilled teacher leader. The year-long residency will yield an enhanced teacher pipeline with day one ready teachers that come from racially and economically diverse backgrounds. Developing a sustainable and enduring talent development program that elevates teacher leaders as mentors and improves teacher retention is a service to ECISD students. ECISD's residency goals mirror the Texas Strategic Staffing objectives which tightly aligns with district needs. Intentional, specific goals and activities were developed in the design plan relevant to ECISD needs. The performance measures were specifically designed to measure the targeted goals. The gathered data is discussed in the Governance Meetings and informs decision making. EC's broader educator pipeline objective is to build a robust pipeline of engaged and effective teachers and teacher leaders. The strategy is to identify, develop, strategically place and effectively support teachers to ensure excellent and equitable outcomes for every student. The year-long paid teacher residency compliments and aligns with the district's broader educator pipeline vision and other strategic initiatives such as Teacher Incentive Allotment.

## 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.

Performance measures were designed collaboratively with the EPPs for implementation year 2023-2024. A strong intention for implementation year was to establish firm practices, solid systems and high level of buy-in for stakeholders through a design plan that impacts student outcomes. Performance measures intentionally aligned to residency goals. Some examples include tracking the number of residents placed per EPP, diversity goal based on residents self-identification, tracking placement goals in high need schools and high need content areas. Site visits were conducted simultaneously with district, EPP, and region technical assistants and USPREP to evaluate the fidelity of implementation of the co-teach model. The residents' performance was measured by the university's appraisal instrument by the field supervisor. Principals', mentors' and residents' perceptions of the value and quality of the program were also measured. Three site visits with observation data, multiple surveys and interviews, C-TESS data, residents' employment application and personnel tracking data provided data that informs decisions.

Data is being compiled and analyzed with the assistance of East Central's Department of Accountability and School Transformation to determine the direct level of impact on student outcomes. Once end of year data is available a baseline will be established to determine the program's effectiveness and inform decision making for continuous improvement of the year-long paid residency. Metrics currently being compiled to measure the residency effectiveness for student outcome and residents' impact are as follows:

- Math and reading growth and achievement of students in a resident/mentor co-teach classroom as compared to campus and district counterparts. Tool: STAAR, MAP
- Math and reading growth and achievement of students of resident teachers' compared to campus and district counterparts tracked over 3 years Tool: STAAR, MAP
- Student attendance rates in resident/mentor classrooms (ADA) compared to campus and district rates. Tool: Campus Attendance Records
- T-TESS performance of residents in year one compared to T-TESS performance of other first year teachers. Tool: TTESS
- T-TESS performance of residents tracked over the first 3 years compared to other first year teachers hired the same year. Tool: TTESS

**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.

East Central ISD strategic staffing model is vacancy: pair teaching (co-teach). The district leadership is committed to sustaining the residency program by collapsing vacancies to allow the use of local funds to meet the needs and goals of the program. Not only does collapsing vacancies meet funding needs, it also addresses the teacher shortage that is an acute issue in East Central ISD as a fast growing district. Students will have equitable access to high quality instruction by a university trained teacher candidate and highly effective mentor teacher. ECISD leadership believes that the investment in a high quality, highly effective residency program has a compounding effect by meeting current acute staffing needs, ensuring every student in every classroom has access to high quality instruction, and the development of teacher leaders will improve teacher retention rates as a net benefit. All of these factors add value to the investment that can be quantified. East Central ISD will continue to collapse vacancies to sustain the funding of the resident program as an enduring strategy.

East Central ISD Paid Residency Program Costs:

- 12 residents @ \$22,000 = \$264,000
- 12 mentors @ \$3,500 = \$42,000
- Fringe cost for residents (benefits) approx 15% = \$39,600
- Supplies & materials- (recruiting, on boarding, trainings, coaching and co-teaching professional development) = \$30,000
- Coordinator of Strategic Staffing and Retention Salary = \$87,000
- Coordinator of Strategic Staffing Fringe Cost (District Benefits) Approx. 15% = \$13,050
- ESC- Region 20 Technical Support 2024-2025 covered by Strategic Staffing Grant 2023-2025.
- Total Cost of residency to district = \$ 475,650

Budget for Grant Award of \$250,000:

- Award 10 residents @ \$22,000 each
- 10 residents stipend contribution @ \$18,500 = \$185,000  
(74% of awarded funds utilized for resident stipends.)
- 10 mentors stipend contribution @ \$2,000 = \$20,000  
(8% of awarded funds utilized for the mentor(host) teacher.)
- 10 Laptops @ \$2,000 = \$20,000
- Supplies & Materials for the following listed below: = \$25,000  
Resident/Teacher recruitment, training for residents, mentors and principals, mock interviews, Signing Day celebration, professional development: co-teach model, effective coaching, etc.
- Total Grant Award to district = \$250,000

Remaining Costs to District After Grant Award

- 10 residents set share cost of stipends @ \$3,500 = \$35,000
- 10 mentors set share cost stipends @ \$1,500 = \$15,000
- 2 residents stipend cost not offset by grant @ \$22,000 = \$44,000
- 2 mentors stipend costs not offset by grant @ \$3,500 = \$7,000
- 12 residents fringe costs (benefits) approx 15%= \$39,600
- Coordinator of Strategic Staffing Salary = \$87,000 (offset by \$40,000/year for 24-25 school year by the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program. Although, the following year 2025-2026 ECISD local funds will continue to cover the full salary of this strategic staffing point person.)
- Total Cost for District with \$250,000 grant award = \$227,600 to be covered by collapsing vacancy with the Vacancy: Pair Teaching (Co-Teach) model.

Local funds become available by collapsing 12 classroom vacancies (salary of first year teacher) @\$57,500 cover district costs after the grant.

**Program Requirements**

- 1. Describe your Strategic Staffing Design Year (2022-2023).**
  - a. Who was part of the Design team from the LEA and EPP?
  - b. What data did you use to inform design?
  - c. To which model(s) did the LEA and EPP agree? How did they meet your instructional needs?

Strategic Staffing Design Year was a highly organized, comprehensive and collaborative undertaking with the guidance and leadership of Region 20 Strategic Staffing technical assistants and USPREP. East Central ISD collaborated with area EPPs - University of Texas San Antonio and Texas A&M San Antonio to establish goals, develop parameters, communication guidelines, resident and mentor job descriptions, principal and stakeholder training, co-teach training, timelines, governance framework, etc. The opportunity to build relationships and collaborate through critical, transparent conversation created a new symbiotic partnership between the district and EPPs that is mutually beneficial and leveled up teacher preparation.

East Central ISD district leadership evaluated the different strategic staffing models and the ability to sustainably fund the program once TCLAS funds expired. The pair teaching (co-teach) model with collapsing vacancies was the only model that would open local funds for reallocation to the residency program. The other models were not feasible for a variety of reasons. ECISD contracts with a third party company for substitutes. Few paraprofessionals are paid with local funds, tutoring practices were not established at elementary level, etc. ECISD Continuous Growth work was used to inform the design, and develop the objectives and goals for the residency design. The district needs assessment, annual results measures and district improvement plans informed priorities to build an intentional residency program. Priority Area 1: Teaching and Learning Environment identified goals for accelerated learning to ensure improved student outcomes. Priority Area 2: High-Performing and Engaged Workforce identified goals for developing an enduring teacher/mentor talent development plan that yields high quality teachers that continue to choose ECISD. Priority Area 3: Inclusive and Collaborative Partnerships drove the work to develop a mutually beneficial and productive relationships with vetted EPPs. Finally, Priority Area 4: Resources and Operational Excellence required the development of a sustainable program that has excellent and equitable outcomes for ECISD students.

The co-teach model aligned well with established priorities and instructional practices and met the instructional needs of the district. Instructional needs were fulfilled the first week of instruction with the gradual implementation of the co-teach model. The co-teach model allows for a high level of differentiated instruction to accelerate student learning to meet the district goal of +1+, one year plus growth for every student. Co-teaching instructional practices are well established in the district to meet the needs of students serviced by special education. Implicit, year-long training and coaching in the six co-teach strategies exponentially increased the pool of well trained teachers to meet student needs. Campuses chosen to host residents were high-needs campuses with a high transient student population, a behavior setting or a dual-language academy. Mentors and residents reported in interviews that the co-teach model accelerated teacher-student relationship bonding time and in turn shortened the adjustment period for transient students, accelerating learning opportunities for these students. Furthermore, mentors and residents also shared in an interview that behavior management is improved with this model which increased quality instructional time.

East Central ISD Design Team (Year 2022-2023)  
 Yvette Sanders - Director of Personnel  
 Laurie Doyal-Lampman - Personnel Coordinator of Strategic Staffing and Retention  
 Judy Burns - Chief Financial Officer  
 UTSA - Dr. Lorena Claeys, Dr. Belinda Flores, Dr. Ann Marie Ryan  
 TAMUSA - Dr. Jody Moody, Lisa Tiekens  
 Region 20 Technical Assistant - Meredith Perry, Monica Anguiano  
 USPREP - Malissa Chavez-Thibault

**Program Requirements (Cont.)****2. Describe your Strategic Staffing Implementation Year (2023-2024).**

- a. Was the Implementation Year team different than the Design team? If so, why?
- b. What improvements did the LEA and EPP(s) make throughout implementation year to improve the residency experience for residents, host teachers, and principals?
- c. What improvements need to be implemented for the 2024-2025 school year?
- d. What percentage of residents will the LEA hire at the end of this year?

Implementation Year 2023-2024 ECISD placed six UTSA year long residents in August of 2023. Six more UTSA residents were placed mid-year, January 2024. One TAMUSA resident was placed for a single semester in January 2024. The implementation year has gone well and data from residents, mentors, and principals indicate a high level of satisfaction with the program. The district's design team remained unchanged for the implementation year. However, new stakeholders were brought on board to include three principals and two universities' field supervisors during the implementation year. The members of the EPP and regional technical support team experienced minor changes. One of the regional technical assistants and one person from each of the EPP Partnership left their organizations. However, their replacements were already a part of the design team and the transition was seamless.

Communicating well with residents, mentors, and principals through site visits, interviews and surveys provided opportunities to be responsive to feedback, monitor and adjust in real time. Examples of improvements include reevaluating the effectiveness of the governance agendas and meetings. Feedback from principals and other stakeholders highlighted the format of the governance meeting did not add value. The regional technical assistant and LEA collaborated to take the lead on the governance agenda and facilitate the meeting, with the field supervisor taking on a supportive role. Another example, in the third month the EPP requested a reassignment of mentors for two residents. This change was made in 48 hours. Evaluating the circumstances, highlighted some opportunities for adjustments in practice that were implemented to include increased frequency of communication between EPP field supervisor and LEA point person to identify and mediate concerns quickly. Additionally, the EPP is invited to be a part of the mentor vetting processes. The LEA point person scheduled an increased number of check-ins with mentors and residents for the first weeks and months of placement. One more example of an improvement implemented at the request of mentor teachers and residents was to coordinate a day campus instructional facilitators can meet and plan with residents after district-wide quarterly planning. These district planning days are scheduled on a day that residents are off campus for a university day.

Improvement areas that have been identified that will be adjusted for year 2 implementation include: a) Ensure clear, transparent communication with the EPP field supervisor and the LEA point person. The field supervisors were not included in the design year, yet they carry many responsibilities in the implementation of the plan designed. Schedule a planning day with the LEA point person, EPP field supervisor and ESC technical assistant to map roles, responsibilities and calendar for the school year. b) Provide a well developed calendar of the year's meetings and deadlines well in advance for mentors and residents to meet university and district timelines c) Preplan topics for quarterly mentor meetings in collaboration with EPP field supervisor, LEA point person, and ESC-20 technical assistant, calendar meetings, and conduct at different campuses d) Schedule and plan quarterly residents convening (per resident feedback) e) Coordinate with LEA Curriculum and Instruction to ensure residents have opportunity to Quarterly Plan with campus specialists if professional development day falls on residents university day f) Coordinate with LEA Curriculum and Instruction team to establish protocol to ensure seamless access to all teacher resources on day one. g) Develop and present a more comprehensive and robust principal training to ensure deep understanding of nuances of residency and their role in creating campus culture to support residents

ECISD has offered Letters of Intent to Hire for 2024-2025 school year to 5 of 7 residents (71%). The two residents not offered Letters of Intent are hireable if chosen by a principal and hiring committee.

**Program Requirements (Cont.)**

- 3. Sustainability Assessment** - Please answer the following questions with consideration for existing funding at the LEA. Do not use Texas COVID Learning Acceleration Supports (TCLAS) data to answer the questions below.
- a. How many residents will the LEA place for the 2024-2025 school year?
  - b. At what amount can the LEA sustain resident stipends? Host teacher stipends?
  - c. What sources of funds will the LEA be using for residents? Host teachers?

12 residents will be placed for 2024-2025 from the two EPP partners. East Central ISD is committed to paying the residents a stipend of \$22,000 in addition to TRS, district benefits, local and state leave. The estimated cost of the fringe benefits is 15% or approximately \$3,300. Furthermore, the district is committed to paying mentor (host) teachers \$3500 per a year.

These stipends for both the resident and mentor (host) teacher will be paid for through local funds by collapsing vacancies and placing residents strategically.

**Program Requirements (Cont.)**

**4. Continued Implementation** - Please answer the following questions about the implementation of the residency designed for the 2024-2025 school year.

- a. What are the requirements for host teachers to receive their stipend?
- b. Who at the LEA manages the residency program? If this person has other job responsibilities, how do they relate to residency?
- c. What is your governance structure? Who is responsible for setting agendas for those meetings?

Teachers that have met the mentor teacher selection criteria receive the stipend once the school year is complete in June of 2025. The host teacher must fulfill the agreement to serve as a host for the entire academic calendar and perform satisfactorily meeting EPP and district expectations. as outlined by the mentor (host) teacher job description.

Should responsibilities not be fulfilled and a mentor reassignment is required, the stipend will be adjusted by the daily rate times days served.

Laurie Doyal-Lampman, Personnel Coordinator of Strategic Staffing and Retention will be leading the work of the residency program along with EPP partners and the technical assistance of ESC Region 20. The role of Personal Coordinator of Strategic Staffing and Retention is an existing role that was created in 2023. While the district was participating in the design year with district partners it became evident that the year-long paid residency was a quality solution with compounding benefits to meet district staffing challenges. In order to develop, scale, and sustain an enduring program a district position was created. The 2023-2025 Strategic Staffing Grant helped offset the cost of the position so funds could be reallocated in support of the year-long paid residency. The current job description was created to streamline responsibilities to align with the development, support, coordination of the paid residency program along with other complimentary projects to support the district's plans for strategic staffing, talent recruitment and the retention of highly qualified and effective teachers. This position will be sustained and funded with local funds once the grant has ended as the role of the Coordinator of Strategic Staffing and Retention is an established position to support the sustainability of the district's greater talent plan.

Quarterly Governance Meeting include a broad range of stakeholders such as institution leaders, ESC technical assistant, district coordinators, university field supervisor, campus principals, district curriculum representatives and other guests as appropriate. The governance agenda is developed by the field base supervisor, the district Coordinator for Strategic Staffing and the ESC technical assistant. The agenda is informed by data collected from quarterly site visits observation measures, resident and mentor surveys, resident and mentor interviews, and the university's residential teacher performance tool. All measurements are intentional and are directly tied to the goals established for the program to ensure decisions will have a direct impact on the program's objective. Next steps and timelines are determined at the governance meeting and reported upon no later than the next Governance meeting. Often, adjustments and improvements are made immediately as appropriate. Meetings are calendar for ensured follow up. A high level of effective communication between partners is required and has been achieved.

The liaison work of the ESC technical assistant is a tremendously beneficial asset. The level of collaboration and functionality with newly formed relationships and programming may not have been achieved at such a high level of success without the technical support of ESC Region 20. The creation of the companion guide that stores the documents such as the parameters, communication guides, job descriptions and calendars, etc. is invaluable for the creation of an enduring program beyond the initial creators and systemic framework that can be repeated with new partnerships.

**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
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