



2024-2025 Principal Residency Grant Cycle 7
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

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 27, 2023**.

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 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence
- Attachment 4: Instructional Leadership Meeting
- Attachment 5: District Coaching Tool

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 have no more than two hours per day of 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, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 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 *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *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 kyla.jaramillo@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 differentiated methods to develop leader competencies.

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 overall mission of Joshua ISD is to develop productive citizens of exceptional character who are life-long learners. This mission is supported by the 4 core values in JISD: 1) JISD provides a safe and orderly environment, 2) JISD students set goals and achieve high levels of success, 3) JISD effectively and efficiently manages resources to promote student success, and 4) JISD is a source of pride and unity for students, staff, parents and community. The district's vision statement is, "JISD will be a highly acclaimed model of educational excellence", and this statement is recited by all students and staff during daily announcements.

The principal residency grant program aligns seamlessly with the mission, vision, and core values of JISD. The district's leadership team feels that it is imperative that we sustain a pipeline of well-prepared instructional leaders. JISD has 10 campuses: 5 elementary, 2 middle schools, 1 9th grade center, 1 high school, and 1 alternative accelerated high school.

As a fast growth district, JISD is classified by TEA as an Other Central City Suburban District with 40% of campuses identified as Title I. JISD student demographics include 53% ED, 11.6% SPED, and 17.5% BL/EB. Current enrollment is 6,078, with growth projections reaching 7,000 in the coming years.

This program will provide support and resources to equip JISD to identify, recruit, train, and retain instructional leaders. Over the past 3 years, JISD has had an average campus administrator turnover rate of 12%. The district seeks to promote teachers into the instructional leadership role. Yet, JISD has struggled in finding internal candidates who meet the requirements of this role. JISD has promoted only 4 internal teachers in 4 years to assistant principal. District HR staff state that a barrier has been teachers lacking a master's degree and/or principal certification.

This program will allow the district to address this area of need by collaborating with Texas Christian University (TCU), recruiting 2 current teachers and guiding them as they attain their master's degree, principal certification, and become assistant principals. The goal is to enable JISD to "grow our own" so that they are fully prepared to aid the highest need campuses.

JISD will support the development of our principal residents pairing residents with a high achieving principal mentor, arranging hands-on experience at all levels, offering opportunities to lead campus PLCs, guiding "data digs", engaging in goal-setting and collaborating with staff on professional development and continuous improvement.

Goals, Objectives, and Strategies

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

The goal and purpose of the program is for JISD, in partnership with TCU, to have 2 current teachers become principal candidates and then assistant principals in JISD. These candidates will be selected by using a targeted and rigorous process. A full-time, year-long residency program will allow the 2 residents to engage in authentic, campus-based leadership experiences at a JISD campus. JISD strives to develop a pipeline of instructional leaders from within. Objectives for the residency program require that the participants fulfill all requirements to earn a Master's Degree in Educational Leadership, complete a 1 year internship with a high quality mentor principal, pass the TExES Principal as Instructional Leader (268) exam, and meet the requirements of the Performance Assessment of School Leaders (PASL). Residents will obtain the SBEC Texas Principal as an Instructional Leader certification by August, 2025. JISD will then strive to hire these candidates as assistant principals. Strategies and activities include: JISD will continue to partner with TCU and we have a current MOU with them that meets all requirements of the grant program. Potential candidates will attend an information meeting with TCU in the fall of 2023. JISD will recruit and select 2 candidates from diverse backgrounds for the program. TCU and JISD will collaborate in training the candidates as they earn a master's degree. JISD will assign mentor principals to the candidates. Residents will complete T-TESS and AEL training during the internship year. Residents will participate in training for PLCs, Rtl, Campus Improvement Planning, and Continuous Improvement. Residents will not have classroom teaching responsibilities during the internship year. Residents will receive support from both their TCU supervisor and campus mentor principal. JISD will provide authentic campus based leadership opportunities for the residents.

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.

Principal residents will collaborate with their mentor principal to review the problem of practice that led to the campus being identified as Targeted Support, based on 2022 Accountability Ratings. The resident and mentor will focus on the student groups and data that caused the campus to be identified. They will develop a plan to address the problem(s), during which time the intern will gain experience in acquiring the skills of problem and root cause analysis, and learn strategies to address the identified areas of need. The resident will oversee implementation of these strategies and offer guidance during weekly PLCs to improve student outcomes. The resident will also work with the teachers to identify and provide professional development opportunities.

Interns and mentors will work collaboratively through the campus improvement planning process to address these targeted areas, write SMART goals, and review formative and summative assessment data. Interns will participate in monthly principal meetings, monthly staff meetings, and quarterly assistant principal seminars. Interns will also complete T-TESS training during the internship. Interns will receive training on PLCs and Rtl from Solution Tree. Campus mentor principals will collaborate with residents by watching T-TESS videos of the pre/post/goal conferences.

Mandatory performance and evaluation measures will include: Two observations from mentor principals based on district created rubric, quarterly surveys, presentation of artifacts to curriculum directors, and coaching notes from mentor and district supervisors. District staff will meet quarterly to evaluate the progress of the interns based on observation data collected, benchmark data, and the campus improvement formative evaluation process. Post residency placement information for both principal residents once the program is completed, including continued mentorship as a first year administrator. Demographic information of both principal residents to ensure district equity. Completion rates for residents in the program. Residents' satisfaction rates with IHE/EPP and mentor principal gathered in interviews and surveys at the completion of the program. Number of applicants for principal residency in JISD. Residents' certification test scores. A program self-evaluation and resident evaluation using provided rubrics.

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.

JISD seeks to provide two residents with a year-long full-time residency that will include sustained and rigorous learning, support and coaching from an effective mentor, and authentic leadership opportunities. In order to provide these rich opportunities JISD plans to allocate funds as outlined in the following paragraphs.

For each resident, grant funds will provide: \$60,000 towards the salary and benefits of each resident, allowing them to be relieved of classroom duties and be engaged in the rigorous leadership opportunities provided by this program; \$1,000 stipend to each of the mentor principals; \$10,000 toward the EPP (TCU) tuition and fees for each resident; \$4,000 for each resident for training and professional development to include T-TESS and AEL training, Professional Learning Communities, Response to Intervention, Campus Improvement Planning and Continuous Improvement, TEPSA or TASSP, and other professional development opportunities.

Total grant funds requested for each resident is \$75,000, the total for two residents is \$150,000

Local funds will provide at least \$15,000 matching toward the salary and benefits for each resident ensuring their salary is in accordance with the JISD Compensation Plan.

Residents are expected to pay tuition, fees, and course materials above the amount provided by the grant. This is estimated to be \$5,000 per resident.

Adjustments may arise during the course of feedback between mentor principals, TCU, and the district. Any such adjustment will be made only if the district determines it to be necessary to meet current or unexpected needs and if it is in accordance with the grant allowable activities.

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.

JISD will execute a rigorous and targeted recruitment and selection process of principal residency candidates that entails the following:

Recruitment - Ask current campus principals to nominate a maximum of four teacher leaders who have demonstrated measurable student achievement, strong TTESS rating evidence, interpersonal leadership skills, growth mindset, and have demonstrated that they are a collaborative member of the PLC process. Also, send out a district wide email to all teachers with information about the program and hold an informational meeting in the fall after school to provide details about the program and selection process.

Application and Selection - Teacher nominees will complete a district application that includes a reference letter from their current principal, current and past positions including leadership roles and responsibilities, a T-T ESS summative history of the last three completed school years, three examples of reflective practice, and evidence of measurable student achievement from the last three completed school years.

Nominees must meet the following district criteria: completed 3 years in JISD, maintain a minimum average score of 3.5 on their T-T ESS summative score in the last 3 completed years in JISD, and evidence of measurable student achievement with preference given to strong evidence of success with traditionally low performing student groups in JISD. Principal resident nominees who meet the criteria will participate in an interview process prior to the selection of the residency candidates. A district administrator will conduct a walkthrough in the principal resident nominees' classroom as part of the selection process. A selection committee, including Joshua ISD and TCU staff, will choose principal residency candidates based on application and interviews.

Here is a link to the district application for the program:

https://docs.google.com/document/d/1l1dJxPdyRWU2Ww89fZWsJW9CRH_zkqhcy7_EqbJ4Wo/edit

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.

Each resident will be paired with an effective mentor principal at a JISD campus for the full year. The intern will work with the mentor principal and focus on the student groups/data that caused the campus to be identified. The intern will meet weekly with PLCs to guide teachers through the PLC process to ensure student outcomes improve. The mentor will have opportunities to provide authentic coaching.

The resident will lead PLCs, conduct walk-throughs and calibrate with campus and district administrators, lead campus and/or district PD, and attend leadership meetings. They will assist with hiring, scheduling, budgeting, special programs, and work with discipline and attendance/truancy.

Residents will collaborate with district and campus leaders to develop and provide PD opportunities that meet the needs as indicated by campus data (student, teacher, administrator) and stakeholder feedback. The PD provided by the residents will directly impact student learning and teacher outcomes.

Residents will be given opportunities to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, PLCs, and the campus guiding coalition.

The resident will be concurrently enrolled in seminars through TCU that are led by their supervising professors, to allow candidates to apply their learning to their practicum experience. The seminars, in addition to site visits from TCU, will allow for coaching opportunities to the candidate for a minimum of six times per year. Residents will earn certification for T-T ESS and AEL. Residents will be provided support with gradual release, so that by the end of the grant cycle, the residents will have the skills, tools, and resources to be a highly effective leader.

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.

Joshua ISD implements Data-Driven Instructional systems at the campus level. Star Renaissance Reading and Math are given three times per year in first grade through high school to monitor student learning progress. Star Renaissance is a comprehensive assessment that provides all the insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers. Star Math measures students' ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals. In addition, JISD Pre-Kindergarten and Kindergarten students also participate in TX-KEA and CIRCLE Assessments. These assessments help to determine students who have mastered developmental benchmarks. Interim assessments, released STAAR/EOC benchmarks, and six weeks tests are given to progress monitor and determine if instructional strategies are helping students be successful. Professional Learning Committees meet weekly on each campus to review data, collaborate, and develop interventions and extensions to support students meeting and exceeding expectations.

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.

Each teacher will receive at least 3 walkthroughs with specific reinforcement and refinement feedback over Domain 2 and/or 3 for each school year. Administrators must complete 10 walk-throughs per month (6 walkthroughs in December, January, and March). Reading Mastery Teachers in kindergarten through second grades should have a minimum of one Reading Mastery walkthrough. Core Classroom teachers should have a minimum of one Emergent Bilingual walkthrough. Each teacher will have at least 1 walkthrough with specific reinforcement and refinement feedback over Domain 2 and/or 3 before their formal observation. Campus administrators conduct one announced classroom observation, at least 45 minutes in length, for each of their assigned appraisees during the first semester. Classroom observations must be completed by the end of January.

A post-conference shall be conducted within ten working days after the completion of a 45 minute observation. The post-conference provides teachers opportunities to self-reflect on the execution of his or her lesson, including the impact on student performance. Appraisers offer guidance and support through the use of leading questions. Four key elements used in the post-conference are: Introduction, Reinforcement - relative strength of the lesson (Glow), Refinement – area for improvement of the lesson (Grow), Review Rating – share evidence for rating.

The teacher then receives a summative score that averages the walkthrough scores and observation score. An EOY conference is conducted that allows teachers and appraisers to review the information collected throughout the year, summarize the current year, and prepare for the next year. The appraiser will focus on growth over the course of the year, goal attainment and the teacher's evidence, connect changes in practice to changes in student performance and growth, and celebrate and validate the teacher's successes and refinement areas. After the EOY conference, the appraiser shall score Domain 4 using the evidence presented by the teacher. The summative annual report shall be shared (allow staff to view) in Eduphoria with the teacher within ten working days following the conclusion of the EOY conference, but not later than 15 days before the last day of instruction for students.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

Historically JISD hires two new assistant principals per school year; therefore, we are applying to support two residents. During the residency, we will provide residents with authentic leadership experiences and constructive feedback in order to sustain a strong program that will encourage residents to continue to grow as strong school leaders. During the residency year, JISD will fully engage the resident in the role of a campus administrator and provide them with ongoing support and training.

Once selected, participants will be assigned a mentor principal and together they will develop goals and strategies for the resident. Following the initial meeting, the resident and mentor will meet weekly to review goal attainment and to discuss strengths and weaknesses. The resident will also receive feedback during these meetings.

Within the first semester of the year-long residency, the resident will receive all training required for all newly hired campus administrators. In an effort to allow the residents to stay abreast of District processes, they will also participate in our monthly administrator staff meeting, monthly principal meetings and quarterly assistant principal meetings.

During the year, the resident will be given instructional leadership opportunities including the following: School and community leadership opportunities will entail opportunities to communicate and collaborate with students, parents, and stakeholders by utilizing resources to share campus events, activities, and accomplishments. The resident will also gain experience in addressing concerns as a participant on committees like campus improvement and anti bullying.

Instructional leadership opportunities will include leading PLCs, conducting calibrated walk-throughs with campus and district administrators, creating and delivering campus and/or district professional development, and assisting with ARD, 504, GT, LPAC, and RtI meetings.

Administrative leadership will include collaborating on the campus master schedule, assisting with bus and transportation issues, reviewing campus budgets, facilitating substitute teacher coverage, etc. In addition, the resident will be given other leadership opportunities which will include assisting with hiring, discipline, and attendance/truancy.

As a district who received the grant in cycle 6, our program is off to a strong start based on feedback from the interns and mentor principals.

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

JISD has a strong working relationship with TCU and looks forward to continuing this relationship with the Principal Residency Program. Last spring, our Chief Academic Officer participated in providing feedback to TCU principal candidates in their midpoint assessment and one of our district directors is an adjunct professor in the TCU College of Education. District leaders have already had multiple meetings with TCU regarding the Principal Residency Grant.

If the district receives this grant again, our current MOU will be renewed with TCU and the JISD Grant Administrator will communicate monthly with TCU through email, face-to-face meetings, and phone calls to ensure success of the intern and program. Prior to the beginning of each semester, a timeline will be developed with TCU in a planning session to detail expectations of the university, district leaders, interns, and mentor principals. Field supervisors from the university will meet with campus mentor principals to discuss areas of success for the resident as well as next steps for professional growth. TCU, the JISD Grant Administrator and District Directors will work directly with the campus mentor principal to ensure the success of the resident.

JISD is participating in Quality Measures continuous improvement research with TCU during the 2023-24 school year and meets quarterly to evaluate our strengths and weaknesses in our partnership using a rubric developed by Quality Measures.

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" value="6078"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="6078"/>
4. Total current-year program allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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