TEA Texas Education Agency®

NOGA ID

Authorizing legislation	**Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title III, Part A**

Application stamp-in date and time

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 19, 2020**.

Grant period from	**December 7, 2020 to September 30, 2021**
Pre-award costs permitted from	**date of the award announcement**

Required Attachments

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

Amendment Number

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

Applicant Information

Organization	Education Service Center- Region 19	CDN	071	Campus	N/A	ESC	19	DUNS	079338497

Address	6611 Boeing Dr.	City	El Paso	ZIP	79925	Vendor ID	741588856

Primary Contact	Angelica Haro	Email	aharo@esc19.net	Phone	(915) 780-6505

Secondary Contact	Jose Velazquez	Email	javelazquez@esc19.net	Phone	(915) 780-6516

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	Sonia Eubank	Title	Associate Executive Director

Email	seubank@esc19.net	Phone	(915) 780-6571

Signature	*Sonia Eubank*	Date	10/06/2020

Shared Services Arrangements

X 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 2020-2021 Bilingual Education Supplemental 164 Resources Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 Bilingual Education Supplemental 164 Resources 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 (REMOVE IF NOT ESSA)

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 intent of the program is to merge the collective knowledge and expertise that the consultants at Education Service Center- Region 19 (ESC R19) have gained through their extensive and varied experiences in bilingual education and translate this knowledge into online modules to facilitate both an asynchronous and synchronous learning environment. The mission of ESC R19 is to empower educators across the state with research-based practices to create a classroom environment that is both rigorous and supportive for cohort teachers. Consultants at ESC R19 are leaders in remote and blended learning environments. Their expertise, coupled with their knowledge and familiarity of English Learners (ELs), is the perfect combination for statewide deployment of training and best practices.

ESC R19 will be creating a manual to supplement the course modules. The manual will integrate and further explain course information found in the online modules, but will operate independently from the online course. The intent is for teachers preparing for the test to use the manual, but also serve as a guide for professional development and in-service opportunities in a stand-alone capacity. The manual, available in PDF format, will include hyperlink videos, infographics, and other web-friendly, interactive resources that can be updated as needed.

The manual will include pedagogical, historical and theoretical information useful not only for the 164 exam, but also for professionals looking to improve and enhance their understanding of Bilingual Education. It will highlight the recent studies describing the importance of bilingualism and the importance of the work being performed by classroom teachers on a daily basis. The manual will be produced in English and Spanish as a reflection of a teacher's ability to digest reading, thinking, writing and speaking in two languages. This will also call attention to the importance bi-literacy plays in a bilingual/dual language classroom.

Mission: To prepare highly effective bilingual teachers to meet state and local certification requirements and foster the social, emotional, and academic growth of all learners.

Qualifications and Experience for Key Personnel

The internal personnel working with content teachers for the grant have a current ESL supplemental certificate and experience writing curriculum. The ESC R19 team represents all areas of K-12 education within the four core content areas. Each consultant is certified to teach in the state of Texas under the content they are supporting in this grant initiative. One consultant has Special Education certification to support the varied spectrum of special population students. All team personnel has a minimum of five years experience in the classroom working with EL students.

In addition to the personnel consisting of the bilingual/ESL core content team, at least two consultants on the team hold a Texas principal certificate. and have experience in campus administration. The administrative perspective is extremely important for T-TESS perspective and integration. Personnel have a minimum of three years of administrative experience in a bilingual, dual language program. Collectively, the ESC R10 bilingual/EL team working on the deliverables of the grant hold seven ESL Supplemental certifications, two Bilingual certifications, two principal certificates, and 1 Special Education degree and certificate. Consultants range from 4 to 26 years of experience working with EL students and between 2 to 23 years working with teachers of EL students. This team provides and array of professional development offerings to support bilingual/ESL teachers to include the following:

- Translanguaging: Three key beliefs in translanguaging and what to expect in the classroom.
- Moving dual language teachers "to the left" to help T-TESS appraisers from across the region who are implementing dual language strategies on how to move dual language teachers on the T-TESS rubric. They will be given "look fors" that are aligned to the Guiding Principles of Dual Language Education developed by Center for Applied Linguistics.
- Building Oracy: Emergent Bilinguals need opportunities to develop and apply their language skills in meaningful contexts to make connections and develop the literacy needed to succeed.
- Diversity in children's literature. Multicultural children's literature offers representations and validation to/for groups that do not typically have a voice. This session will introduce a variety of titles that may be used in an elementary setting to build socio-cultural competence.

Consultants also play an active part in the classroom during instruction, planning, and Professional Learning Communities (PLCs). One of the grant leads has a strong background in implementing and overseeing a bilingual programs in a historically low-performing area of Region 19. Her tenure as the principal of the school established a model for other schools in the district. Another consultant played an instrumental part in creating curriculum documents for Kindergarten both for the RLA and SLAR newly adopted standards. She, as well as many other consultants at the service center, helped organize and review the K-6 SLAR standards (adopted 2017) with most of the recommendations made accepted and written into the TEKS.

Additionally, the Region 19 consultants have worked with LEAs planning with differentiated instruction for ELs in the areas of science, mathematics, history, reading language arts, and physical education. More specifically, consultants have worked within mathematics classrooms integrating reading and writing strategies necessary for problem solving success. Early childhood specialists have brought literacy work stations, guided reading, and balanced literacy with an EL lens. ESC R19language arts and dyslexia specialist has provided classroom coaching as well as campus and district wide training on English Language Proficiency Standards (ELPS) and sheltered instruction.

Five members of the team are also a part of the LPAC committee that provides direct assistance to LEAs receive training from the state and disseminate information for the region. The entire team has been trained on the C6 Biliteracy Instructional Framework by Dr. Jose Medina as well as La Siembra to strengthen the understanding of best practices supporting a differentiated, inclusive, and validating classroom environment for ELs geared towards language development. Resumes for Mr. Jose Velazquez (Director), Ms. Anabel Tanabe and Ms. Linda Caudillo are attached. They are the primary lead consultants in bilingual education at ESC R19.

The consultants listed above are partnering with Information & Instructional Technology Services Department at ESC R19 with personnel well-equipped and experienced in blended learning, online instructional design, marketing and media services, software deployment, and overall technology support to assist in building and promoting the program. Additionally, ESC R19 is also joining forces with Education Northwest, a national non-profit specializing in equity learning systems and research and evaluation support. They will serve as the independent evaluators for this program initiative. Narratives speaking to the experience of Education Northwest as well as the resume sof Information & Instructional Technology Services Director Angelica Haro and consultant Efren Tarango specializing in online instructional design are attached and included.

Goals, Objectives, and Strategies

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

Asynchronous module development will be centered around the four competencies of the bilingual education teacher. The total course work is intended to take 24 seat hours with the completion of the course culminating in a micro-credentialing opportunity. We will take a deep dive into the four competencies of bilingual education Supplemental 164 Exam and develop a curriculum that will support the following goal and objectives:

Goal: To prepare highly effective bilingual teachers to meet state and local certification requirements to ensure the academic success of ELs currently learning in two languages.

Objectives:
- Increase the number of Bilingual certified teachers by providing a platform of learning based on the four competencies of a Texas bilingual teacher with research aligned instructional practices.
-To provide teachers with the pedagogical approaches needed to enhance teaching and learning.
-To provide bilingual teachers who serve ELs supplemental supports to deepen their understanding of research-based practices.

COMPETENCY 001:
This competency will cover viewing cultural background and language as an asset, strategies for making instruction accessible for ELs, integration of ELPS in daily lesson plans, the historical development of bilingual education, and the importance of celebrating diversity and strategies to promote bi-literacy and bi-culturalism. This competency is expected to require 6 hours of course work. It will include videos, interactive activities, checks for understandings, and areas to record reflections. The learner will be able to identify concepts of bilingualism and bi-culturalism.

COMPETENCY 002:
This competency will cover language theories, language components, and language acquisition stages and research. This competency is expected to require 6 hours of course work. It will include videos, interactive activities, checks for understandings, and areas to record reflections. The learner will apply knowledge of language acquisition and development.

COMPETENCY 003:
This competency will cover reading and literacy, activities and concepts for the reading stages, similarities between English and Spanish, the development of bi-literacy, information on how to accurately assess through formal and informal assessments, state assessments (what does this look like), and research related to the bi-literacy zone. This competency is expected to require 6 hours of course work. It will include videos, interactive activities, checks for understandings, and areas to record reflections. The learner will be able to unpack TEKS and ELPS to create meaningful lessons that are aligned to state expectations and standards.

COMPETENCY 004:
This competency will cover sheltered instruction models, language proficiency levels, differentiation for various language levels and ELPS integration into instruction planning and delivery. This competency is expected to require 6 hours of course work. It will include videos, interactive activities, checks for understandings, and areas to record reflections. The learner will demonstrate foundational knowledge on the importance of content area instruction using L1 and L2 to promote student success in a rigorous learning environment.

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.

The progress and success of cohort teachers is at the forefront of performance and evaluation measures. The use of Blackboard as a Learning Management System (LMS) and the performance measures associated with the modules will provide and indicator of engagement, understanding, and progress. Participants will explore ways of infusing ELPS while building background knowledge in second language learners through linguistically accommodated learning activities. Such best practices help scaffold learning experiences that build the foundation for higher order thinking skills in their first or second language.

Our implicit performance measure will be actual student outcomes. In a different setting, students would be the primary focus; however, the intent is to prepare classroom teachers to be able to lead, develop, and adjust learning strategies that will continue to promote student learning across L1 and L2. Research shows that successful development of listening, speaking, reading and writing for ELs is contingent upon the teachers' ability to provide instruction using comprehensible input. Participants will review techniques for presenting academic concepts in ways that are easier to understand for second language learners using ELPS as the supportive framework. Using such techniques and the implementation of ELPS in the classroom, teachers will be tasked with ongoing informal collection of formative data of student work. It will be imperative that cohort teachers understand how to use data analysis to make adjustments and create learning situations where both the students and the teachers see the impact of individualized instruction. Fidelity to the instruction of content and language objectives is a key hallmark for effective teaching of ELs. Participants will use lesson frames and incorporate the ELPS into closing tasks to develop performance measures and evaluation tools for the classroom.

Education Northwest will provide us with an external evaluation diagnosis to assess progress of intended outcomes. The scope of work in the external evaluation process is attached.

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.

The proposed budget is intended to cover about thirty-percent of one consultant FTE and about forty-percent of one support staff FTE. These positions are critical in ensuring that internal grant deliverables and objectives are met in a timely manner. Supplies and materials allocation has been included to purchase Blackboard LMS licenses for cohort participants. A budget allocation within the supplies and materials category for IT support and infrastructure has been included. ESC R19 will use its existing servers and Blackboard LMS access and account used for its alternative certification program in order to minimize costs. Professional and contracted services has been allocated for marketing, media services, and promotional consulting services. This fund code also includes budget allocation for Education Northwest as the external evaluator on the performance measures and metrics of grant deliverables. ESC R19 business office has extensive experience managing grant expenditures. Although travel may not be feasible during the COVID-19 pandemic and most of the module curriculum, delivery, and instruction will be done online, funds have been allocated for travel in the event that more individualized support for cohort participants is necessary. Budget amendments are not expected as adjustments can be made using the twenty-five percent allowable for movement between fund codes. ESC R19 departments have undertaken competitive grant work in various other departments such as College, Career, and Military Preparation where budgets are set up in a similar manner and program timelines are continuously being met in a timely manner with successful reporting.

TEA Program Requirements

1. Describe the philosophy on instructional best practices for English Learners and on-going preparation for bilingual teachers.

Effective instruction for English learners (ELs) is heavily dependent on high-quality, ongoing professional development. Bilingual education teachers must be able to:
- Demonstrate academic language proficiency in the partner language. / - Have an understanding of second language acquisition theory.
- Have skills in culturally responsive teaching. / - Have the ability to design and deliver rigorous content in English and the partner language using sheltered instruction techniques.
Effective EL programs focus on academic vocabulary development, integrate English-language instruction into content area instruction, and provide support for ELs in phonetic awareness.
- Ongoing teacher preparation should include the Texas Bilingual Education Teacher competencies. / - Teachers and administrators should understand the purpose of bilingual education in their community and develop internal accountability measures for ongoing data-driven decision making. / - Academic vocabulary development needs to be measured using competency parameters that measure both the language and content acquisition of students. Instructional programs need to focus on continued education for all teachers and develop teacher leaders at their campus. The role of the teacher leaders (cohort teachers) is not to take the bulk of the work in a bilingual education setting, but to empower all teachers to create transitional classrooms that bridge academic vocabulary development with tangible academic experiences.

2. Describe the plan to review the current courses provided by TEA to provide accessible evidence-based preparatory courses for the Bilingual Supplement Exam #164.

The Texas Examinations of Educator Standards (TExES Program) Preparation Manual by TEA has a heavy focus on test design, approaches to test taking format and strategies, as well as sample questions. Currently, available resources that are free to the public are limited to a manual and sample online questions. Though the material is strong, the limited number of examples and prompts restricts the amount of low stakes practice opportunities for teachers.
ESC R19 plans to evaluate the current preparation manual and courses created by the State Board for Educator Certification/Texas Education Agency by analyzing different facets noted below:
- Interaction- ESC R19 will review the types of interactions offered. Items such as coaching scripts, hyper-linked documents, and videos will be created to increase the interaction with the courses and manuals.
- Depth of Rationale- ESC R19 will review rationale for authenticity and depth of research. We have received a letter of support from The University of Texas at El Paso (UTEP) and will work closely with them in order to leverage their existing research in the areas of bilingual education and L1 and L2 acquisition by students. These field based and research analyzed results will be cross referenced with current TEA competency requirements.
Content areas being represented- Strong bilingual programs are those that include all content areas in their programs. Current manuals and courses will be reviewed for representation of all content areas across grade levels.
Outside resources- Reviewed will be the types of resources that are available for teachers to access that may help them succeed on the BTLPT exam. ESC R19 wants to ensure that there is a curated list of resources readily accessible to teachers. Updates- It is imperative that teachers have the latest information. ESC R19 plans to create modules and manuals that can be updated as needed.

TEA Program Requirements (Cont'd)

3. Describe the plan to develop a tracking system to follow up with LEAs who have had teachers: unsuccessful in completing the preparatory course(s), successful in competing the preparatory course(s), but unsuccessful in passing the exam, successful in completing the preparatory course(s), successful in passing the exam, and successful in posting the bilingual education certification to the teacher's existing certificate. This plan can include a sample of data, completion of course, rate of passing, and rate of not passing the Bilingual Supplement #164 exam.

A tracking system for sessions will utilize both ESC Works (events management system) as well as an in-house created application created by ESC R19 web developer Jose Alvarado. Jose Alvarado has currently created and implemented a tracking application system for ESC R19 Alternative Certification Program. A similar system would be built and utilized alongside ESC Works and Blackboard to track participation in the program as whole, individual sessions, and subsequent programmatic follow up of success of cohort participants. The tracking system will also be used in tandem with Education Northwest independent evaluation with the intent of capturing the most comprehensive data for program improvement and continuation.

A member of the participant's campus leadership team will be asked to meet with the cohort teachers at the end of predetermined times throughout the duration of the course. The purpose of these meetings will be to review the progress made by cohort members and ensure that teachers continue to have the support of administration throughout the process. The assigned campus administrator will also collect data through an observation protocol. The administrators will be asked to observe a PLC and collect formative data that can demonstrate the impact of course enrollment on the campus as a whole. In summary, the data collection performed by the administrator will consist of the following:

- Interview of at least two students enrolled in the participant teacher's class.
- Observe a PLC that the participant teacher is a part of.
- Artifact analysis of students in content areas outside the participant teacher's area.

The data collected by the administrator will not and should not be considered simply as additional work. The data collected will be aligned to T-TESS components so that the administrator includes this as a comprehensive evaluation of the participant teacher.

The partnership with Education Northwest will yield a micro-credential for teachers who are successful in completing the preparatory course. The micro-credential, success in the 164 exam, and posting of bilingual education certification to the teacher's existing certificate will all be tracked through check-ins and the internally created system. The tracking system will involve merging the data provided by the LMS, Education Northwest independent evaluation, teacher/student created artifacts, and the assigned administrator's data collected. This data collection process by administrators described above will serve as an introduction for administrators to want to pursue a micro-credential and further their understanding of bilingual and dual language classroom instruction.

The data collected and described above will provide the necessary information to make decisions on how to proceed with supplemental supports for struggling cohort members. Should a cohort member be unsuccessful in course completion and/or the exam, a member of the ESC R19 team will be assigned as a point of contact and a mentor. The communication will begin with a review of exam results as applicable and develop a plan of action to provide the necessary support systems and one-on-one tutoring opportunities to retake the exam.

A future goal after program deliverables are met and sustained is to further expand training and materials to create a micro-credential for an administrator preparation course. Campus leaders should also have a thorough understanding of the intent of the 164 exam so that they are able to support their teachers through the T-TESS process and identify effective bilingual instruction. Through this grant opportunity, ESC R19 hopes to jump start a hub for bilingual and dual language instructional support for educators across the K-12 spectrum.

TEA Program Requirements (Cont'd)

4. Describe the plan to develop an effective process to market the courses and to disseminate information to LEAs across the state regarding the purpose of these courses, how to access the courses, and what participants can expect from the courses.

The ESC R19 marketing and media services team continues to expand social media outreach and online communication as this has become a primary means of communication during the pandemic. The more traditional methods of disseminating information such as flyer distribution through email distribution lists to area district directors and campus personnel have not been abandoned, but have instead been combined with the use of programs such as Constant Contact™.

For this particular project, various social media platforms will serve as one of the main focus points when distributing information and recruiting teachers. The team concentrates its focus on four primary social media platforms- Facebook™, Twitter™, Snapchat™ and Instagram™. The reasoning behind this is that there are people that are active across all platforms and others that stay active on only one platform. When distributing the information across platforms, it increases the audience base and in turn assists in recruitment opportunities. Short recruitment videos will be produced to be distributed across the various platforms using the current (first) cohort to produce videos for recruitment in the upcoming cohorts.

The media services team at ESCR19 comprised of Sandra Valladolid- Coordinator, Laura Chaidez – Graphic Designer, and Carlos De La Torre- Video Production Specialist, have vast experience working on events such as Teacher of the Year recognition, various regional conferences, student summer camps, and promotional events for ESC R19 educator certification programs among many other events. Additionally, the program team has access to various employees within the Information & Instructional Technology Services department that have worked for migrant services. They have vast experience recruiting and translating documents and promotional materials from English to Spanish. This is definitely an edge that ESC R19 possesses along the border in serving, promoting, and recruiting from bilingual communities.

Below is a condensed marketing plan for the courses for further outreach and information across the state to multiple stakeholders:

Participant Marketing, Recruiting, and Persistence

Overarching Plan: Intentional and informed recruitment, engagement, and marketing that leads to improved participant success through educator knowledge and course availability for bilingual education preparation.

Philosophy: The need for a successful recruitment campaign

Recruitment and marketing set the stage for course enrollment, engagement and support. A successful campaign will increase participation and educator preparation. All materials will be in English and Spanish.

Goal 1: Pathway Messaging
The program will begin with clear marketing about course access and sequencing and what to expect by accessing the materials. One of the tools to be employed is the creation of a toolkit, updates to a designated landing website within the ESCR19 domain, and consideration of a PSA or commercial to include student success stories.

Goal 2: Collaboration & Communication
We are going to persuade different audiences of educators to participate. One of the ways intended for this to be accomplished is to set up a meeting with potential teachers and administration to ensure a thorough understanding of the program as well as any potential misconceptions. The objective is to have input from various stakeholders to determine how to best identify and support teachers entering and completing the courses.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

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

⦿ Yes   ○ No

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

Are any private nonprofit schools participating in the 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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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