



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID

Authorizing legislation **ESSA, Title II, Part A**

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, December 7, 2020**.

Application stamp-in date and time

Grant period from **March 1, 2021 - July 31, 2022**

Pre-award costs permitted from **Pre-Award costs are not permitted for this grant.**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Refer to the Program Guidelines for required attachments by Pathway.

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 DUNS

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.

Pathway Selection: Please select ONE pathway.

- Pathway 1: Teachers as Instructional Leaders
- Pathway 2: National Board Candidacy Cohorts
- Pathway 3: Teacher Policy Fellowships

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 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 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 agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

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.

Through this grant, Hearne ISD will implement the Teacher Leadership Program as a means to increase (1) their retention of highly effective teachers representative of their significant economically disadvantaged and majority minority student population and (2) the training and ongoing support for these teachers to develop as instructional leaders through the Texas Instructional Leadership (TIL) Program. The district's overall mission is to provide effective instructional leadership, quality facilities, responsible fiscal management, and disciplined learning environments to ensure positive student outcomes. There is a great need for the Teacher Leadership Grant Program in Hearne ISD as it is defined as a "rural" district, and 96.2% of the total student population is considered "economically disadvantaged," with approximately 89.7% of its student population being comprised of either African American or Hispanic students (based off TEA's 2018-2019 Texas Academic Performance Record for Hearne ISD). Economically disadvantaged graduates account for 78.4% of the district's graduates in comparison to the State's economically disadvantaged graduate population of 48%, with only 11.8% of the district's students considered "college ready graduates." To further showcase the need for an increase in highly effective, diverse teachers, approximately half of the college ready graduates are either economically disadvantaged or of Hispanic ethnicity. Additionally, retention of highly effective teachers is another identified need by Hearne ISD as their teachers tend to leave the district once they have gained teacher experience. The Teacher Leadership Grant Program will help Hearne ISD address its mission and specific needs by: (1) creating an opportunity for the implementation of research-based best practices for selection and retention of highly effective, diverse Teacher Leaders; (2) granting Teacher Leaders between 5-10 hours per month for engagement in teacher leadership activities and to observe, coach, and develop other teachers on campus; (3) providing extra support through partnership with Region 6 ESC, including TIL training for all Teacher Leaders and instructional leadership teams; (4) and promoting various Teacher Leader retention strategies, such as consistent substitute coverage for release time, at least \$3,000 of additional compensation in the 2021-2022 school year, and other campus-based incentives. Through the program, the disparity between Hearne ISD staff demographics and its student population outcomes will be minimized, ensuring an increase in Teacher Leaders representative of the district's population and overall student achievement outcomes.

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.

Title and Responsibilities of Position	Required Qualifications and Experience
Superintendent (existing) - responsibilities include: overseeing all aspects of the district and ensuring all programs are run with fidelity	The Superintendent must have a minimum of a Master's Degree in Education or a comparable field, hold a Superintendent Certification, and have experience overseeing staff, budgets, and programs.
Program Director (proposed) - responsibilities include: overseeing the grant program and providing instructional leadership to Teacher Leaders	The Program Director must have a minimum of a Bachelor's Degree in Education or a comparable field and have experience overseeing programs and managing budgets.
Teacher Leader (proposed) - responsibilities include: training and supporting teachers to develop as instructional leaders through the TIL program	The Teacher Leader must have at least three years of experience as a teacher of record and exhibit strong skills in: listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others.
Texas Instructional Leadership Partner (proposed) - responsibilities include: providing support and training to Teacher Leader in specific TIL practices	The Approved Texas Instructional Leadership Partner must have at least 5 years experience providing guidance and oversight to teachers and exhibit strong leadership skills in presenting specific TIL practices and training content.
Human Resource Director (existing) - responsibilities include: hiring staff, scheduling trainings, and identifying teachers for program participation	The Human Resources Director must have a minimum of a Bachelor's Degree or 5 years experience human resources services, recruiting staff, processing employees, and improving employee retention levels.

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 proposed Teacher Leadership Grant Program aims to increase (1) the retention of highly effective teachers representative of the district's 96.2% economically disadvantaged student population comprised of mostly African American and Hispanic students and (2) the instructional effectiveness of teachers through campus-based distributed teacher leadership models. To meet these objectives, Hearne ISD will implement the following activities: (1) execute a rigorous recruitment and selection process to identify a diverse group of highly effective teachers that will serve on the school's broader instructional leadership team; (2) provide Teacher Leaders with a reduced teaching load, or consistent substitute coverage for release time to engage in leadership activities and to observe, coach, and develop other teachers on campus (5-10 hours per month); (3) partner with an approved Texas Instructional Leadership partner (Region 6 Education Services Center) to train Teacher Leaders in specific instructional leadership practices; (4) and engage in highly effective teacher retention strategies, such as highlighting diverse staff and creating a thriving and comfortable environment for their development as Teacher Leaders.

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.

Hearne ISD has agreed to collect data and report on the following mandatory performance measures which are related to student outcomes and are consistent with the overall purpose of the program: (1) documentation and outcomes of the recruitment and selection process for Teacher Leaders, including the extent to which Teacher Leaders reflect the district's majority minority student population, the number of Teacher Leader applicants, and the number of Teacher Leaders selected to participate in the Teacher Leadership Grant Program; (2) the ratio of Teacher Leaders to teachers they support on participating campuses and Teacher Leader effectiveness data; (3) the number of Teacher Leader observations and coaching conversations with other teachers on campus throughout the course of the year; (4) the retention of highly effective teachers and Teacher Leaders by demographic; (5) the outcomes and completion rate of staff perception surveys provided by TEA and administered not more than three times per year; and (6) the number and percent of Teacher Leaders and other instructional leaders having completed all training dates for the Texas Instructional Leadership (TIL) program.

The district will utilize the following tools to measure Teacher Leadership performance throughout the course of the year: classroom observation, campus administrator(s) feedback, Teacher Leader self-assessments, teacher testimonials/surveys, student/parent surveys, student performances on school-based assessments and standardized tests, as well as data comparison from the beginning, middle, and end of the school year. The district's processes to ensure the effectiveness of the program's two main objectives described above include: (1) utilizing the toolkits and reports provided by the Teacher Leadership Additional Resources in their selection and retention activities, (2) choosing six teachers representative of the minority student population across all three school campuses to join the Teacher Leadership Grant Program, with each Teacher Leader supporting between 3-8 teachers on their respective campus, and (3) providing support in the form of a meaningful onboarding process for Teacher Leaders to join the instructional leadership team, period check-in meetings between administrators and individual Teacher Leaders, and predictable and consistent release time for the Teacher Leaders.

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 designed with a focus on implementing the Teacher Leadership Grant Program across all three schools in the district: Hearne Elementary, Junior High, and High School with proposed amounts for the selection of 6 Teacher Leaders total (2 at each school). Hearne ISD is requesting \$100,000.00 to cover all reasonable and necessary items for this grant program as described below.

Payroll Costs: \$32,800.00

To meet the needs and goals of the program, Hearne ISD is requesting \$4,800.00 for substitute coverage for each Teacher Leader selected for the program (6), up to \$800.00 per Teacher Leader, as predictable and consistent release time will be provided by the district for the purpose of having Teacher Leaders commit 5-10 hours per month to Teacher Leader activities or for when teachers are attending workshops with their Pathway 1 external partner.

Hearne ISD is also requesting funds for a Program Director for the purpose of overseeing the implementation of the Teacher Leadership Grant Program. The amount requested for Professional Staff Extra Duty pay to cover the Program Director who will lead and oversee this grant is \$28,000.00.

Professional and Contracted Services: \$32,835.00

Hearne ISD has chosen to partner with Education Service Center Region 6 as their TEA approved Texas Instructional Leadership (TIL) training provider and is requesting \$30,000.00, up to \$10,000.00 per participating campus (3) for contracted services by the TIL Partner.

The amount requested for Consultant Trainings is \$2,835.00, which will cover additional target-training and personalized assistance for Teacher Leaders.

Supplies and Materials: \$9,200.00

Hearne ISD is requesting \$9,200.00 in funds for necessary supplies for all staff to carry out on-going training and instructional materials for guidance and support under the grant program.

Other Operating Costs: \$18,000.00

Additionally, Hearne ISD is requesting \$18,000.00, up to \$3,000.00 per Teacher Leader (6) for travel to attend TIL training. For Teacher Leaders to fulfill their responsibilities under the program, they must attend at least two of the four TIL training contents using their approved Pathway 1 external partner. This stipend will also help each Teacher Leader attend training or engage in Teacher Leader duties when outside of regular pay or scheduled work hours.

Total Indirect Costs: \$7,165.00

Lastly, Hearne ISD is requesting \$7,165.00 for indirect costs, at the approved restricted indirect cost rate of 7.719% for the district.

Total of All Budgeted Costs: \$100,000.00

In the future, if changes are identified and required for Hearne ISD to remain in compliance with the Teacher Leadership Grant Program, the district will make appropriate adjustments to meet program needs by notifying all parents/guardians, community, administrators, and board members of the intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization for program modification.

Program Requirements

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

Hearne ISD will recruit and select a diverse group of Teacher Leaders to represent the district's 96.2% economically disadvantaged student population comprised of mostly African American and Hispanic students. The district will achieve this by utilizing the toolkits and reports provided by the Teacher Leadership Additional Resources to identify a diverse group of highly effective teachers that will serve on the school's broader instructional leadership team.

Hearne ISD will use research-based best practices, such as the Teacher Leadership Toolkit 2.0 developed by the Center on Great Teachers and Leaders at American Institutes for Research, Bain & Company's report, "Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools, and TNTP's report, "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools" to recruit and select Teacher Leaders representative of the district's majority minority student population.

Hearne ISD will ensure Teacher Leaders have a demonstrated track record improving student outcomes by observing and evaluating student learning outcomes, progress reports, standardized test scores, as well as improvement of student behavior and attendance.

Hearne ISD will ensure Teacher Leaders exhibit strong interpersonal skills, such as "skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning," as described in the Teacher Leader Model Standards. The district will determine the level of these interpersonal skills and leadership potential by assessing their Teacher Leaders' capability to provide guidance and offer problem-solving solutions, as well as, promoting growth in teacher collaboration and leadership roles.

Hearne ISD will ensure Teacher Leaders demonstrate an interest in the teacher leadership model of Pathway 1 (Teachers as Instructional Leaders) by measuring their performance through teacher testimonials/surveys, student surveys, campus administrator(s) feedback, parent surveys, and peers/colleagues' surveys. The district will also utilize the Teacher Self-Assessment Tool and District and School Leader Readiness Tool developed by the Center on Great Teachers and Leaders at American Institutes for Research to gather teacher effectiveness data and assess the level of readiness for being a Teacher Leader. Participating Teacher Leaders will also be required to take a survey provided by TEA and their external partner to assess teacher perception data.

2. Teacher Leader Role & Responsibilities: Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

THE MAIN ROLE AND RESPONSIBILITIES OF THE LEA'S TEACHER LEADERS IN GRANT PATHWAY #1: Hearne ISD Teacher Leaders' main role under grant Pathway 1 (Teachers as Instructional Leaders) is to provide training and ongoing support for teachers to develop as instructional leaders through the Texas Instructional Leadership (TIL) program. For Teacher Leaders to fulfill their responsibilities, they will perform the following activities: attend at least two of the four TIL training contents using Region 6 Education Services Center (ESC); provide consistent support and training to other teachers by incorporating the following TIL training contents: (1) observation and feedback, (2) data-driven instruction, (3) student culture routines, and (4) lesson planning and formative assessments; serve as a teacher of record for at least 50-100% of the instructional day; commit to periodic check-in meetings between administrators and individual teacher leaders; and serve on the school's broader instructional leadership team. Additionally, by May 2021, the district will have all Teacher Leaders sign agreements to serve in their role for the upcoming school year.

Program Requirements (Cont.)

2. Teacher Leader Role & Responsibilities (Cont.):

THE MAIN ACTIVITIES IN WHICH THE LEA'S TEACHER LEADERS WILL ENGAGE EACH MONTH OF THE SCHOOL YEAR AND APPROXIMATE TIME COMMITMENTS FOR EACH MONTH: Each month, Hearne ISD assures that all Teacher Leaders will serve as a teacher of record for at least 50% of the instructional school day, as well as, provide at least 5-10 hours within the school day to engage in the following main activities: identifying needs and areas of improvement based on school collected data; peer observations followed by valuable feedback and instruction; research and utilization of school-level data to plan and implement specific instructional leadership practices for the development of other teachers on campus; and meet with administrators for periodic check-ins. Teacher Leaders will be provided predictable and consistent release time or a reduced teaching load by the district to ensure they can successfully commit 5-10 hours per month to Teacher Leader activities.

HOW THE LEA WILL MEASURE THE SUCCESS OF TEACHER LEADERS IN THEIR RESPECTIVE ROLES: Hearne ISD will measure the Teacher Leaders' success in their respective roles by evaluating the performance levels of everyone involved in the program. The measurements will include classroom observation, campus administrator(s) feedback, Teacher Leader self-assessments, teacher testimonials/surveys, student/parent surveys, student performances on school-based assessments and standardized tests, as well as data comparison from the beginning, middle, and end of the school year. Outside of the campus, Hearne ISD will collect, review, and implement suggestions and strategies from their Teacher Leadership Partner, Region 6 ESC. Additionally, the district will track attendance of its Teacher Leaders, and instructional leadership team as applicable, at each of the TIL training sessions over the course of the year and retain the attendance tracking in case of an audit.

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

As required for Pathway 1, Hearne ISD has chosen Region 6 Education Services Center (ESC) as their partner to deliver training in specific instructional leadership practices and provide ongoing support for all Teacher Leaders. The district commits to sending Teacher Leaders and the instructional leadership teams of Hearne Elementary, Junior High, and High School to at least two of the four TIL training contents using Region 6 ESC; the four training contents are (1) observation and feedback,(2) data-driven instruction, (3) student culture routines, and (4) lesson planning and formative assessments. The frequency of the Teacher Leader training will be monthly, and Teacher Leaders will be provided 5-10 hours per month to support other teachers based on the TIL training content. Measures of success, including Teacher Leader self-assessments, teacher testimonials/surveys, student performance, school-based assessments, and partner feedback will be implemented over the course of the school year, including summers, and will measure the Teacher Leaders' impact and influence in the program.

Hearne ISD, campus leadership, and Region 6 ESC will provide Teacher Leaders additional supports to ensure a strong onboarding process and success in this program. Supports from the district and campus leadership include a meaningful onboarding process for Teacher Leaders to join the instructional leadership team, periodic check-in meetings between administrators and individual Teacher Leaders, and predictable and consistent release time for the Teacher Leader. To further increase the effectiveness of this program, Region 6 ESC will also provide support to both campus leadership and Teacher Leaders through observation and feedback and offering problem-solving solutions to maximize the program's impact on each campus.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

Hearne ISD has experience providing these supports from many years of problem-solving and prioritizing teachers' input as part of the process, providing and utilizing various self-assessments for the purpose of achieving performance goals, and continuously planning scheduled training for all district staff. In addition, Region 6 Education Services Center prides themselves on focusing on service, providing development at the request of schools and being responsive to the needs of educators and the communities they serve. Through their Leadership, Learning, and Accountability department, Region 6 ESC will support the district's goals and efforts of continuing growth and achievement through state and federal updates, technical assistance, and professional learning opportunities.

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

Hearne ISD goals related to the retention of highly effective teachers that are representative of the district's majority minority student population include increasing the teacher retention rate of African American and Hispanic staff; thus, increasing overall student achievement outcomes. Currently, the total student population is comprised of almost all African American or Hispanic students: 89.7%. Yet, White teachers account for the highest percentage of the district's total staff: 49.5%. To further highlight the district's need for diversity of teachers, there are only 7.8 Hispanic teachers across all three campuses compared to a total Hispanic student population of 353.

Hearne ISD will increase the retention of African American and Hispanic staff by implementing the following retention strategies: (1) including a meaningful onboarding process for Teacher Leaders to join the instructional leadership team; (2) providing Teacher Leaders with a reduced teaching load, or consistent substitute coverage for release time to engage in leadership activities and to observe, coach, and develop other teachers on campus; (3) conducting periodic check-in meetings between administrators and individual Teacher Leaders; and (4) providing at least \$3,000 of additional compensation for its Teacher Leaders in the 2021-2022 school year. In addition, campus leadership will take ownership of implementing other strategies, such as monthly acknowledgments, recognition on the district/campus website, or a relaxed dress code, meant to make diverse staff feel included, rewarded, comfortable, and incentivized to participate as Teacher Leaders.

The retention strategies that Hearne ISD has designed and implemented will address the purpose of this grant program by increasing the retention of highly effective and diverse staff across its campuses. As demonstrated by the data, there is a significant need for an increase in minority staff, especially Hispanic teachers for Hearne ISD staff to be representative of its student population. The district's retention strategies align with the purpose of this grant program as they are designed to highlight diverse staff and develop them as Teacher Leaders; thus, ensuring the best chance to maximize the program's impact, increase highly effective and diverse staff retention, and increase instructional effectiveness of teachers through campus-based distributed leadership models.

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	Teachers	Barrier	Cultural, Linguistic, or Economic Diversity
Group	Teachers, Others	Barrier	Shortage of Qualified Personnel
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
<input type="text"/>	N/A
<input type="text"/>	