



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.

Mercedes Independent School District (MISD) desires to partner with Texas A & M Corpus Christi to begin to grow its pipeline of diverse principal fellows who will successfully complete a year-long authentic principal residency experience that is aligned to the Mission of MISD. Currently, there is no Principal preparation program in existence in the Mercedes ISD is experiencing a shortage of qualified individuals who possess strong instructional leadership capacity. Therefore, Mercedes ISD recognizes the need for a Principal Residency Program that will address the district's needs. Based on best practices for an instructional leader, Mercedes ISD will provide five principal residents with the opportunity to apply new learning experience and become familiar with various real-world educational contexts that are applicable in a border city where many students are Hispanic (98% at MISD) English language learners. In partnership, Mercedes ISD and Texas A & M Corpus Christi will identify, recruit, and prepare five aspiring principal residents from amongst its current staff through a targeted recruitment and selection process. During the process, candidates will present evidence of improving student achievement applicable to Mercedes ISD student demographics. The residency program will allow these principal residents an opportunity to earn a Master of Educational Leadership degree and Texas Principal Certification by the end of Summer 2025.

The five principal residents will be relocated from their current campus to other MISD campuses to undertake significant and authentic leadership opportunities under the guidance of five experienced mentor principals (coaches) who will all attend the TEA Principal Residency Summer Institute in Spring 2024. These principals and coaches will provide weekly formative feedback for the purpose of quality control. A coaching and mentoring framework that is continuous, consistent, and relevant to the needs of Mercedes ISD and state standards will develop leader competencies based on the Texas 268 Identified Integrated Pillars.

The mission of Mercedes ISD is to provide a versatile educational experience grounded on the belief that all students can succeed. It is urgent that Mercedes ISD increase the number of competent applicants applying for principal positions in the district who understand the border community and possess exceptional leadership skills. In order to guarantee that the students in Mercedes ISD become successful, the district must first ensure that the campuses have strong leadership with a principal capable of driving change and who is able to provide the teachers with the tools necessary to offer high quality/effective instruction to students. Coaching is needed for both mentoring principals and principal residents to gain an increased understanding of the evolving role of school principals as instructional leaders and as effective leadership styles evolve to the changing society needs.

Through the MISD/TAMUCC partnership, plans for creating a sustainable leadership pipeline within the school district to develop more mentor principals who understand their role of providing residents with a full-time residency experience including opportunities to practice and be evaluated in a school setting, will occur. Upholding the district's standards while understanding the needs of the Mercedes ISD students, leads the efforts to promote data-driven decision making in a culturally-relevant setting for student success.

Goals, Objectives, and Strategies

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

By the end of September 2025, five aspiring principal candidates who mirror and understand Mercedes ISD's student demographic will have completed an authentic leadership experience at a MISD campus while simultaneously earning a graduate degree in Educational Leadership, along with Texas Principal Certification.

Goal (1) Build a well-defined, multi-faceted leadership instructional framework that will provide five new strong instructional campus leaders in MISD to support continued student growth through a quality Principal Residency Program. Activities: In partnership with TAMCCU, create a viable Principal Residency Program that include mechanisms for ongoing evaluation and improvement that is focused on student success.

Goal (2) Attract a diverse leadership pool which reflects the district's student population. Activities: In partnership with TAMCCU, create a leadership pipeline that will offer job-embedded opportunities and will encourage diverse participant.

Goal (3) Retain the number of high quality leaders at low-performing schools. Activities: Identify and assign strong mentor principals to principal residents with the purpose of providing coaching and on-site/authentic training in teacher supports in order to improve student outcomes.

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.

Mercedes ISD and Texas A & M Corpus Christi Education Department will begin partnering in 2024 to implement a Principal Residency Program to form a strong foundation designed to lead the continuous improvement of principals that guarantees teacher job satisfaction and student success.

Project evaluation data, under the direction of the MISD Superintendent will be collected by Team MISD district educators, campus principals, principal residents, university faculty, and community stakeholders and will assess the SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. Action steps created by the team include authentic practices and mentor support strategies proven to be effective in other Principal Residency Programs. Formative assessments will be utilized to improve and modify program implementations to continue developing a sustainable leadership pipeline.

Quantitative Analysis of outcomes will be conducted in order to discover correlations between principal resident leadership and student outcomes while controlling for variable such as years of principal resident years of experience, education level, age, and ethnicity. Additionally a Self Evaluation from the Principal Resident will be obtained for the purpose of understanding impact and satisfaction.

Mercedes ISD will collect data and report all mandatory performance and evaluation measures required by TEA to generate reliable data on the effectiveness and efficiency of the project. Each principal resident will monitor the performance results with their principal mentor using a targeted accountability intervention system, data tracking sheets, and the ESF process. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to measure the principal residents' coaching competencies intended to improve instructional practices that will ultimately impact student outcomes. Quarterly benchmark data that does not show improvement from identified instructional goals will be reason for re-evaluation. Unsatisfactory results will require the principal resident to modify interventions, action steps, and goals. Principal residents will work with MISD principal mentors and TAMCC faculty to re-evaluate the process which will include reflection on fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric ratings by coaches.

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.

In order to recruit and retain highly qualified candidates for campus leadership positions, Mercedes ISD is requesting funding of \$375,000.00 for five principal residents. The five residents will participate in an authentic full year residency program that will enable them to earn a Master's of Educational Leadership degree from Texas A & M Corpus Christi and obtain their required certifications. By providing the residency program, Mercedes ISD is providing an opportunity to develop a customized leadership team, thus increasing the number of well-prepared diverse instructional leaders within the district by building a sustainable pipeline that promotes student achievement that is data driven.

With the proposed grant funding, Mercedes ISD hopes to follow the lead of previously awarded projects with demographics similar to that of MISD. This will allow teachers with proven student outcomes to further their education in a leadership capacity. Mercedes ISD's current planned budget for the 2024-2025 Principal Residency Grant Program is \$569,416.00. This includes the following:

\$75,000.00 - Required LEA Cash Match

\$47,750.00 - Coaching

\$80,000.00 - Tuition

\$11,666.00 - Principal Mentors/Residents/Coaches to attend mandatory Spring Conference

\$355,000.00 - Salaries with benefits

Mercedes ISD's proposed budget for Cycle 7, school year 2024-2025 is based on current salary and tuition schedules in place at this time.

To ensure that the program remains available and is sustainable for future cohorts, Mercedes ISD will periodically meet to review budget, if any budget amendments are needed, Mercedes ISD will follow TEA guidelines. Mercedes ISD will make any budget adjustments to the approved application and will submit the items required by TEA for budget amendments. Available Title II funds will be utilized to cover professional development opportunities as the needs are discovered.

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.

A process for recruitment and selection of principal residents will be established in consultation with district leaders, TAMCC faculty, and coaches and will be branded, "Leap to Leadership." Each component of the targeted recruitment plan will include both Mercedes ISD and TAMCCU screening of applicants, to ensure a fair and rigorous selection process that identifies the best qualified candidates.

The recruitment practice will include an application and recommendation process. Mercedes ISD will include the opportunity in their social media, district web page announcement, and outreach at each school. The selection process will be vetted in partnership with the EPP to select the best-fit candidates for the Principal Residency Program. Review of evidence of each candidate's leadership capacity will include relevant-to-assignment assessment data including student achievement and progress data, Texas Teacher Evaluation and Support system (T-TESS) appraisal data, overall body of work, and how well the candidate applicant pool reflects the student demographics of the school.

Coaches will vet prospective principal candidates to leverage the highest Knowledge, Skills, Mindset (KSMs) using TEA's standards for the Principal as Instructional Leader. Mercedes Independent School District contains 10 schools and 4,681 students. The district's minority enrollment is 99% with 98% Hispanic. Also, 92.8% of students are economically disadvantaged. Within Mercedes Independent School District, 100% of teachers are licensed, and 93.0% have three or more years of experience. The student-to-teacher ratio is lower than the state average, at 14:1. The district has 14 full-time counselors on staff. In Mercedes Independent School District, 37% of elementary students tested at or above the meets grade level in reading while only 30% tested at or above that level in math on the State of Texas Assessment of Academic Readiness (STAAR). Additionally, only 30% of middle school students tested at or above the meets grade level in reading, and 15% tested at or above that level in math on the STAAR assessment. Lastly, on the End of Course assessment, 27% of high school students tested at or above the meets grade level in English, and only 21% tested at or above that level in

Algebra.

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.

The Principal Residency Program will provide a highly selective and competency-based residency model that will provide principal residents with evidence-based professional enhancement activities which lead to a master's degree in Educational Leadership, the completion of Principal Certification 268, and increased competencies in T-TESS implementation. The current program at Texas A & M Corpus Christi is approved by TEA and will be a collaborative effort with Mercedes ISD to improve instructional coaching and mentoring support working with current exemplary campus Mentor Principals. An instructional conversation based on data with the Mentor Principal and/or Coach will lead to the selection of five teachers that the Principal Resident will coach and develop during the academic year. Principal Residents will also lead a selected content PLC during the year, lead and model best practice with various forms of data and student evidence in coaching sessions. The Principal Resident in the program will advocate and lead with the support of cooperating teachers of an English Learner, Special Education student, and 504 student through quarterly progress monitoring of instructional goals. The design model of the job-embedded residency program will be conceptually framed as leaders coaching the coach. The leaders coaching the coach approach will be characterized by university faculty members coaching the principal residents to coach struggling teachers and collaborate with teachers as a team to ultimately improve student achievement. Applied learning experiences will be yearlong experiences in class, internships, and mentoring geared toward creating candidates who possess working knowledge of the complexities of the school environment and are provided the opportunity to develop the authentic leadership skills necessary to address the issues impacting student outcomes.

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.

All of the Mercedes ISD schools have received training on effective Professional Learning Communities (PLC) and "data talks." These are currently implemented at each campus across the district. Grade level and vertical teams analyze all state-level and locally developed data to discuss necessary adaptation. The teacher reviews student data while setting learning goals. The teachers discuss different teaching practices for their students and explore resources to learn about new practices. This indicates that teachers are working together to develop and analyze common assessments to encourage individual student growth and success, and reach the standardized testing goals of the district.

The district leadership team meets monthly to share best practices and model assessment analysis, planning meetings, and current assessment results. The leadership team includes district leadership, instructional officers, technology instructional specialists, and campus principals. Meets are conducted in person.

Teachers, principals, and assistant principals have access to the district's data-analysis software and the TEKS Resource System (TRS) for curriculum. The systems allow campus administrators to review all state-level data and locally developed and deployed benchmark assessments. TRS provides administrators and teachers with curriculum resources as lessons are planned.

Through the Principal Residency Program, Mercedes ISD will equip leaders (both mentors and residents) with the skills to effectively use the vast amount of data available for instruction practice, campus improvement, and positive student outcomes.

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.

In order to provide guidance and coaching for district leaders, Mercedes ISD utilizes various strategies to build capacity among its district leaders. To ensure that leaders are improving their leadership skills, monthly leadership meetings allow principals and teachers the opportunity to discuss and observe issues impacting student outcomes.

Lessons plans and survey information will be gathered from each principal resident and will be used as an observation and feedback tool to assist in measuring their performance. Campus administrators will use a check list and the T-TESS assessment instrument to evaluate the quality of lesson delivery and student engagement. PLCs and data talks are held at each campus for teachers to work collaboratively. Each campus has an administrator in charge of helping improve student performance and attends to the specific needs of At-Risk students. The administrators supplement Tier 1 instruction by modeling Tier 2 and Tier 3 intervention strategies to At-Risk students and their teachers.

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.

The sustainability plan for the continuation of the Principal Residency Program is illustrated in the budget narrative above showing the district commitment with the required match of the grant exceeded. This is necessary to provide an authentic full-year residency experience, paired with top mentor principals. It is the intention that Principal Residents will feel like they have received their first year of experience as a principal during residency. Mercedes ISD will move principal residents from their current campus to a new campus so they understand beginning anew in a new setting. This same school change will occur in most cases when residents become principals. The importance of funding for this programs is seen in the value added to the leadership team.

Sustainability plans will begin at the senior leadership level to include the Superintendent of Schools and all direct reports. Sustainability will follow the same data-driven decision making used among instructional leaders. Meetings with Mercedes ISD, TAMCCU, and principal residents will identify the validity and necessity to continue to meet the needs of the district's demographics and the vision of the district forward for all Mercedes ISD/' students, parents, and community.

Mercedes ISD will utilize research-based strategies to support the ongoing effort with TAMCCU. Mercedes ISD will continue to provide candidates with direct mentoring from principal mentors and provide experience with the work of the district's principals and coaches. Each candidate will be matched with a mentor principal on a campus where they will be given authentic leadership opportunities and receive the support necessary to be successful throughout the residency program. Sustainability for the Principal Residency Program is seen as the pipeline to the district to train and support the future highly qualified, certified leaders.

An Annual Needs Assessment will identify funding opportunities and revenue streams that align with the targeted needs needs and goals of the Principal Residency Program. Mercedes ISD will collaborate with foundations, State, Local, and National funding agencies, community organizations, and provide donors to solicit and secure revenue and resources to guarantee the financial stability of Mercedes ISD's Principal Residency Program.

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

Mercedes ISD sees communication as a dynamic part of the education process and success. Effective communication is a necessary trait for success at all levels of education. Mercedes ISD leadership team, to include district leadership, instructional officers, technology instructional specialist, and campus principals have a constant flow of quality information. To ensure efficiency and effectiveness of information sharing, monthly meetings intended to share best practices, model assessment analysis, planning meetings, and current assessment results will be conducted. Mercedes ISD will use Professional Learning Communities to review data to plan, organize, and arrange steps with TAMCCU and key members of the district. The data will be used to assess the progression of the principal resident's SMART goals, make necessary adjustments, and plan next steps in collaboration with the EPP.

There are several communication methods Mercedes ISD will use when communicating with TAMCCU and key district players. Mercedes ISD will schedule meetings with those involved in the project. Meetings can save time in conveying the message to a large number of people. Best practices indicate that communication shared in meetings should meet the various learning styles of the participants so multi media presentations and hands on activities will be utilized when conveying information. Using the district's intranet already in place, Mercedes ISD will proactively send out status reports to those involved in the Principal Residency Program at given time periods. This method may be used with as information tools for those not directly involved in the program as well.

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

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