



2022-2023 Summer Career and Technical Education Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 16, 2022

NOGA ID

Authorizing legislation

General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)

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, November 16, 2022**.Grant period from **March 1, 2023-September 30, 2023**Pre-award costs permitted from **Not Permitted**

Application stamp-in date and time

Required Attachments

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

See the Program Guidelines for for additional attachment information.

Select Focus Area (Applicants May Select One or Both Focus Areas)

 Focus Area 1: Career and Technical Education Course Focus Area 2: Work-Based Learning Experiences

Amendment Number

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

N/A

Applicant Information

Organization Point Isabel ISD CDN 031909 Campus High School ESC 01 UEI WL2KEQAJDHJ

Address 101 Port Road City Port Isabel ZIP 78578 Vendor ID 74-6001922

Primary Contact Kirstie Ramirez Email Kramirez@pi-isd.net Phone 956-943-0015

Secondary Contact Theresa A. Capistran Email talarcon@pi-isd.net Phone 956-943-0005

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 Theresa A. Capistran

Title Superintendent

Email talarcon@pi-isd.net

Phone 956-943-0005

Signature DocuSigned by:
Mrs. Theresa A. Capistran

Date 11/14/2022

RFA # 701-23-103 SAS # 473-23

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Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

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 2022-2023 Summer Career and Technical Education Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Summer Career and Technical Education Grant 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 curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- 6. The applicant provides assurance to provide data to TEA on student completion of courses through a special collection process run by TEA.
- 7. 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.

Summary of Program (Focus Area 1)

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.

OVERVIEW OF THE PROGRAM: Point Isabel ISD is seeking grant funds to implement a Summer CTE Grant Program that is 4 weeks long and will be used to familiarize our students with a high-demand program of study. Point Isabel ISD will target up to 20 students within a Health Science Program of Study/Nursing Field, which will teach students more about this CTE program of study, the world of work, and college and career opportunities that will be available to them.

OVERALL MISSION AND NEEDS: Point Isabel ISD has defined its mission statement as the following: "provide a safe, rigorous, and innovative educational experience for all students, enhance parental involvement and community engagement and cultivate academic programs that prepare students for college, career, and workforce readiness." With that said, the district has identified that this program would not only meet its current and overall mission statement but can even meet and assist with some of our current district demographic needs. The following are our current needs:

- 87.9% of the student population is Economically Disadvantaged (ED);
- 92.5% of the student enrollment is a minority (Hispanic);
- A mere 8.2% graduate Career or Military Ready, which is less than half the state's average (18.7%);
- 0% of our students graduate Workforce Ready; and
- Students enroll in an IHE after high school graduation at a rate of 49%, compared to the state of 52.6% 2020-2021 TAPR.

ADDRESSING NEEDS: Point Isabel ISD understands that is crucial they address these needs. Therefore, the district will implement Focus Area 1 to the best of its abilities and according to the guidelines. With Focus Area 1, Point Isabel ISD students will not only gain experience and building blocks toward a high-demand CTE program of study but will also expedite the pace at which they receive relevant certifications in high-demand fields. Additionally, with this program, our students will be on a path to a postsecondary education and a high-paying job, which will help meet the aforementioned needs listed above.

Summary of Program (Focus Area 2)

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.

OVERVIEW OF THE PROGRAM: Point Isabel ISD is seeking funds to implement a Summer CTE Grant that follows the Focus Area 2 guidelines. This program will run for 4 weeks and target a total of 20 upperclassmen within a Work-Based Learning Program. As part of the program, students will be paid to participate in internships that are held at Port Isabel Health Clinic (a local business) and/or on-campus alongside the district's nursing department (Letters of Support from both facilities are attached: 5 priority pts.). Furthermore, as part of the program: students will receive real-world work experience by conducting activities such as: filing and tracking vaccination forms; Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with primary healthcare in case of injury or acute illness.

OVERALL MISSION AND NEEDS: Point Isabel ISD has defined its mission statement to be: "provide a safe, rigorous, and innovative educational experience for all students, enhance parental involvement and community engagement and cultivate academic programs that prepare students for college, career, and workforce readiness." With that said, the district has identified that this program would not only meet its current and overall mission statement but can even meet and assist with some of our current district demographic needs. The following are our current needs:

- 87.9% of the student population is Economically Disadvantaged (ED);
- 92.5% of the student enrollment is a minority (Hispanic);
- A mere 8.2% graduate Career or Military Ready, which is less than half the state's average (18.7%);
- 0% of our students graduate Workforce Ready; and
- Students enrolling in an IHE are at 49% compared to the state of 52.6% 2020-2021 TAPR.

ADDRESSING NEEDS: To address our needs, Focus Area 2 will provide our students with the necessary employment skills, preparation for the workforce, and outline a pathway to a high-paying job. By doing so, Point Isabel ISD and its students will be able to address the aforementioned needs of the district.

Qualifications and Experience for Key Personnel (Focus Area 1)

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
Project Director - Assist with management and oversight of grant-related services. Proposed Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor - Teach, support, and communicate the opportunities to participate in the bridge programs. Existing Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have 2 years of experience in assisting students in selecting careers.
Federal/State Special Programs Director- Oversee the Summer Bridge program and ensure the curriculum and courses offered are essential. Existing Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have 2 years of experience working on implementing CTE programs.
Superintendent – Responsible for supervising the grant program and ensuring all data is reported back to TEA as required. Existing Position	Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.
CTE Teachers - Provide Summer Bridge CTE courses, as well as, oversight and data collection. Existing Position	Minimum of a Bachelors Degree; Experience: At least 4 years of prior experience and knowledge in programs of study being taught.

Qualifications and Experience for Key Personnel (Focus Area 2)

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
Project Director - Assist with management and oversight of grant-related services. Proposed Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Has 1 year of experience with managing programs, grants, personnel, and budgets.
Campus Counselor - Teach, support, and communicate the opportunities to participate in the bridge programs. Existing Position	Minimum of a Bachelor’s Degree in Education or a related field. Experience: Must have 2 years of experience in assisting students in selecting careers.
Business Liaison – To provide work-based experiences to the students in the program.	Must be certified in the targeted Program of Study. Experience: Must have at least 2 years of work-based experience in the targeted POS.
Must be certified in the targeted Program of Study. Experience: Must have at least 2 years of work-based experience in the targeted POS.	Minimum of a Master’s Degree in Education or a related field; and Superintendent Certification. Experience: At least 4 years of experience being a Superintendent.
CTE Teachers - Provide Summer Bridge CTE courses, as well as, oversight and data collection. Existing Position	Minimum of a Bachelors Degree; Experience: At least 4 years of prior experience and knowledge in programs of study being taught.

Goals, Objectives, and Strategies (Focus Area 1)

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

FOCUS AREA 1: Major Goals/Objectives of The Proposed Program: Point Isabel ISD’s Focus Area 1 objective is to offer 20 of our students a Summer Bridge Program within the Health Science Pathway. This objective aligns with the grant program’s goal and the district's overall mission of preparing students for college, career, and workforce readiness.

ACTIVITIES/STRATEGIES: Point Isabel ISD will implement the following activities as part of the Bridge Program: Offer incoming 8th-grade students a tour of the campus to help ensure they are confident on their first day of school; Provide an orientation to 8th-grade students and/or their parents that details the benefits of pursuing the targeted CTE POS; Schedule time for 8th-grade students to meet with the Campus Counselor create a course schedule that includes the Health Science coursework; and Offer Introductory courses to the TEA-approved CTE POS.

The district can effectively implement the Focus Area 1 Program with the above activities and strategies.

Goals, Objectives, and Strategies (Focus Area 2)

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

FOCUS AREA 2: Major Goals/Objectives: Point Isabel ISD’s Focus Area 2 objective is to offer 20 students work-based learning opportunities. This objective aligns with the grant program’s goal and the district's overall mission of preparing students for college, career, and workforce readiness.

ACTIVITIES/STRATEGIES: Point Isabel ISD will implement the following activities as part of the work-based learning program: Work with the Port Isabel Health Clinic and the school nurse (s) to develop a learning schedule that is conducive to both the student and the partner (s), as well as, pay students to partake in the program.

As part of our program, Point Isabel ISD’s students will conduct real-world work activities that include but are not limited to:

- Updating student/patient medical history.
- Monitoring the school environment to ensure students/staff are in a safe and healthy environment.
- Providing students/patients with primary healthcare in case of injury or acute illness.

These key and insightful experiences will increase student learning, develop employability skills in actual workplaces, provide a smoother transition from education into the workforce, and improve post-school outcomes such as employment and post-secondary attendance.

Performance and Evaluation Measures (Focus Area 1)

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.

FOCUS AREA 1 PERFORMANCE MEASURES: Point Isabel ISD determined its performance and evaluation measures based on the guidelines to ensure the program performs well. Therefore, the following metrics will be measured: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students enrolled in the summer program. 3. Program Completion: Number of students completing the summer program. 4. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS: Point Isabel ISD will utilize the following means/tools to measure performance and ensure the program's effectiveness: Student/Stakeholder Surveys, Texas Academic Performance Report Data, Attendance Records, Sign-in Sheets, and PEIMS data. Future indicators of success will be based on the number of students interested and a review of increased enrollment numbers in CTE classes.

PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES: Point Isabel ISD will utilize the data collected to determine whether the students in this program are meeting the goals/objectives and determine how effective the strategies for student success are. The process for data collection includes the following:

- Analyzing grades after each week of programming;
- Reviewing Attendance Records Daily;
- Administering the surveys pre-and post-program completion; and
- Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

Performance and Evaluation Measures (Focus Area 2)

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.

FOCUS AREA 2 PERFORMANCE MEASURES: Point Isabel ISD determined its performance and evaluation measures based on the guidelines to ensure that the program performs well. Therefore, the following metrics will be measured: 1. Student Diversity: Student information to determine the demographics of the students served. 2. Number Served: Number of students participating in internships or pre-apprenticeship training as part of the program. 3. Business Participation: Number of businesses and industry partners offering work-based learning experiences to students as a part of the program. 4. Hours Completed: Total and average hours worked by students in the program. 5. Hourly Earnings: Total and average hourly earnings of students in the program. 6. Training Plan (s) Developed: Evidence of training plan (s) for each student in the program. 7. Partnership Agreements: Evidence of partnership agreements. 8. Assessment and Recognition: Evidence of culminating assessments or recognition of skills for each student in the program. 9. Course (s) Completed: Collection of data related to PEIMS.

TOOLS USED TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS: Point Isabel ISD will utilize the following means/tools to measure performance and ensure the program's effectiveness: Student/Stakeholder Surveys, Work-based Applications, Attendance Records, and PEIMS data. Future indicators of success will be the number of students enrolled in CTE classes, as well as the number of after-school and summer jobs students acquire related to their field of study.

PROCESSES USED TO ENSURE EFFECTIVENESS OF GOALS/OBJECTIVES: Point Isabel ISD will utilize the data collected to determine whether the students in this program are meeting the goals and objectives as well as how effective the strategies for student success are. The process for data collection includes the following:

- Reviewing Attendance Records daily;
- Administering the surveys pre-and post-program completion;
- Reviewing student work-based applications weekly to ensure constant progression; and
- Reviewing PEIMS data and the TAPR report both pre- and post-program completion.

Budget Narrative (Focus Area 1)

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.

Point Isabel ISD drafted the following budget based on the needs and goals of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Point Isabel ISD's proposed budget is as follows:
1) Pay for a Project Director (Focus Area 1 - \$1,120) 2) Extra Duty Pay for Professional Staff and Support Staff to provide a Summer Bridge Program (Focus Area 1 - \$10,560) 3) Funds have been allocated to cover the cost for bus drivers to transport students to and from the partnering IHE that will certify the CTE coursework. (Focus Area 1 - \$640) 4) Employee Benefits have been included. (Focus Area 1 - \$3,080) 5) Grant funds will be allocated for the partnering college to cover the cost of providing CTE-related education and the cost for student certifications. (Focus Area 1 - \$10,500) 6) Professional development will be provided for CTE teachers to assist them in integrating academics into the career and technical education skills. (Focus Area 1 - \$3,908) 7) Supplies and materials necessary for the delivery of the program to include but are not limited to: computers for the CTE courses, notebooks, notepads, binders, etc. (Focus Area 1 - \$15,146) 8) Other Operating fees to cover the costs associated with travel, gas, maintenance, etc. (Focus Area 1 - \$2,000) 8) Indirect fees to cover the costs additional costs associated with implementing this program (Focus Area 1 - \$3,046).

HIGH-LEVEL SNAPSHOT: Point Isabel ISD currently does not currently have a Summer Bridge Program at the district. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Point Isabel ISD will always be on the lookout for additional grant funds, business donations, consideration from the board for continued services, and aligning current funding streams to grant goals.

Budget Narrative (Focus Area 2)

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.

Point Isabel ISD drafted the following budget based on the needs and goals of the program, including STAFFING, SUPPLIES AND MATERIALS, CONTRACTS, and TRAVEL. Point Isabel ISD's proposed budget is as follows:
1) Pay for a Project Director (Focus Area 2 - \$1,120) 2) Extra Duty Pay for Professional Staff (including the Nurse) to provide work-based training (Focus Area 2 - \$1,920) 3) Funds have been allocated to cover the cost for bus drivers to transport students to and from the partnering business. (Focus Area 2 - \$640) 4) Employee Benefits have been included. (Focus Area 2 - \$920) 5) Supplies and materials necessary for the delivery of the program to include but are not limited to: stethoscopes, syringes, blood glucose monitors, etc. (Focus Area 2 - \$21,154) 6) Other Operating fees to cover the costs associated with travel, gas, maintenance, etc. Also, funds for student internships (Focus Area 2 - \$21,200) 7) Indirect fees to cover the costs additional costs associated with implementing this program (Focus Area 2 - \$3,046).

HIGH-LEVEL SNAPSHOT: Point Isabel currently does not offer paid internships for students during the summer. However, funds are currently used to cover the cost of facilities, buses, cafeteria personnel, computers/software, and classrooms. These activities are being paid from local funds for facilities and maintenance, state transportation funds, Texas Department of Agriculture allocations for the summer food, and Instructional Materials Allotment (IMA) for the hardware/software products.

ADJUSTMENTS TO MEET FUTURE NEEDS: Point Isabel ISD will always be on the lookout for additional grant funds, business donations, consideration from the board for continued services, and aligning current funding streams to grant goals.

Program Requirements

1a. Needs Assessment (Focus Area 1)

SPECIFIC NEEDS THAT HINDER COURSE COMPLETION IN THE AREA OF STUDY: Point Isabel ISD has a high percentage minority population (Hispanic), and a very high percentage of our students are classified as economically disadvantaged/ Title 1. These factors, alongside current poverty rates of 30.3% within the surrounding area make transportation funds for a program like this a necessity. (Source U.S. Census Quick Facts) Point Isabel ISD has determined that the limited transportation provided by parents beyond the regular school hours is due to this factor. Additionally, only a quarter of the district's teachers have a Master's Degree, which is lower than the state's average. This means there are only a few teachers that can teach the required coursework – due to not having this degree and needed certification (s). Therefore, these factors are major contributing forces that hinder course completion within the program (s) of study

ADDRESSING NEEDS: To address the needs listed above, the district has created a detailed/specific grant budget that will provide the funding needed to transport students to and from the school. Additionally, funds will be allocated to cover costs associated with paying qualified teachers to instruct courses during the Summer. By doing so, our students will be on a path to postsecondary education and a high-paying job, which is more likely to address the aforementioned needs of the district.

1b. Needs Assessment (Focus Area 2)

SPECIFIC AREA OF NEEDS OF THE LEA TO OFFER WORK-BASED LEARNING OPPORTUNITIES: Point Isabel ISD has a high percentage minority population (Hispanic) and a very high percentage of our students are classified as economically disadvantaged/Title 1. These factors, alongside the fact that 0% of our students graduate workforce ready, make a grant such as this extremely important to receive.

Additionally, 30.3% of our surrounding area is considered to be living in poverty, leading to a lower tax base and few opportunities for students (such as paid internships). Therefore, this is a specific area of improvement that needs to be addressed. (Source U.S. Census Quick Facts)

ADDRESSING NEEDS: To address Point Isabel ISD's needs, the district has created a detailed/specific grant budget that will provide funding needs to transport students to and from the partnering business. Point Isabel ISD has also ensured that it will allocate funding to cover costs associated with paying students to participate in the work-based learning opportunities during the Summer. By addressing these needs, Point Isabel ISD will meet its mission statement of preparing students for college, career, and workforce readiness.

Program Requirements, cont'd.

2. **Focus Area 1:** Applicants must specify which program(s) of study and the CTE course(s) in the program(s) of study that will be offered (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who be engaged and supported in this focus area.

PROGRAM(S) OF STUDY AND THE CTE COURSE(S) THAT WILL BE OFFERED: Point Isabel ISD will offer CTE courses in the Health Science Program of Study (POS). According to data provided by Texas Career Check, this POS is presently in high demand in the state with occupations such as Registered Nurse, Medical and Health Service Managers, Licensed Practical and Licensed Vocational Nurses, and more.
With this program, the following courses will be offered: Principles of Health Science and Human Growth and Development. These courses will be offered to students for 4 hours per day, 4 days a week, for 4 consecutive weeks (total 64 hours).

NUMBER OF STUDENTS WHO BE ENGAGED AND SUPPORTED: For this Health Science POS, the district is anticipating having 20 students participate in the coursework.

3. **Focus Area 2:** Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

BUSINESS AND INDUSTRY PARTNERS INVOLVED: Point Isabel ISD will offer a minimum of 20 students pay for participating in internships alongside Port Isabel Health Clinic and the district's nursing department (Letter of Support from the district and the local health clinic are attached: 5 priority pts.).

WORK-BASED LEARNING MODEL(S): With collaboration an input from these partners, Point Isabel ISD will offer students real-world work experience by conducting activities such as: Filing and tracking vaccination forms; Updating student/patient medical history; Monitoring the school environment to ensure students/staff are in a safe and healthy environment; and Providing students/patients with basic healthcare in case of injury or acute illness. These students will not only be more marketable for the workforce but will also have the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism. These types of skills will give them a competitive advantage in achieving their career goals.

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